REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1886-87.

BY

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READ—

Report on Public Instruction in the Punjab for the year 1886-87, received under cover of the Director's letter No. 1980 of 7th September 1887.

REMARKS.—This Report was furnished by the Director of Public Instruction only a week later than the date prescribed, but owing to various causes it has not been submitted for the consideration of the Lieutenant-Governor until the present month. The Report relates to a period anterior to the assumption of office by Mr. Lyall and when the educational system of the Province was being completed under the direction of Sir Charles Aitchison. His Honor is fully conscious of the great debt which the Punjab owes to his predecessor in all educational matters. But it is too early as yet to judge of the practical working of the various measures adopted during the past four years, and the Lieutenant-Governor therefore proposes to deal with the Report now before him only very briefly.

2. The principal features of the Report may be shortly summarised as follows. There has been a small increase in the number of public educational institutions and a slight decrease in the number of scholars. It is to be regretted that this decrease should have occurred in Primary Schools, but it may confidently be hoped that the falling off will prove only temporary. A third Arts College has been added to the Province, the Lahore Medical School has been raised to the rank of a College, and the number of scholars in Secondary Anglo-Vernacular Schools for boys has increased by over 1,500. Thirty-six candidates passed the Entrance Examination of the Calcutta University as compared with 20 in the previous year, and 24 were successful in the B. A. Examination of the Punjab University as against 15 in 1885-86; but no candidate succeeded in passing the M. A. Examination of the Punjab University. The publication of the results of the F. A. and Entrance Examinations since the submission of the Report shows that 42 candidates out of 213 were successful in the former and 167 out of 928 in the latter. The passes last year were 59 and 233. The successes obtained in the various school examinations were somewhat less than in the preceding year, but they have nevertheless now raised the numbers of scholars who have passed beyond the Lower Primary stage to 29 per cent. of the whole. The number of teachers' certificates awarded was much the same as in the previous twelvemonth. An increase of Rs. 2,80,000 in expenditure is due mainly to the Aitchison and the Medical Colleges and to the additions made to the inspecting agency, which will, it is hoped, result in a steady improvement in the class of education given in Primary Schools. Fees increased by Rs. 29,000, excluding University fees, and amounted to Rs. 2,23,000. Female education has made some progress; and an important advance is expected from measures recently adopted for its promotion. A number of Government Schools have been localised; and the arrangements made for the development of primary education by relieving Local Bodies of certain charges hitherto borne by them will doubtless result in a marked increase of schools and scholars during the current year. On the whole, steady and good educational work seems to have been done throughout the Province during 1886-87, and allowing for various failures and drawbacks a fair measure of progress has been attained.

3. *Controlling Agencies.*—The number of Inspectors and Assistant Inspectors has now been raised from eight to eleven, and District Inspectors have been appointed everywhere except in Kohát and Simla. Officers of the last class will find abundant work for their energies in the development of the system of payments by results and in the gradual improvement of Indigenous Schools. The General and Departmental Conferences again did excellent work for the cause of education in the Punjab, and the Director has explained in the present Report how far the Local Government has found it possible to take action in accordance with their recommendations. Mr. Lyall is glad to see that Tahsíldárs are now taking a greater interest in schools. The results in this respect are, however, far from being wholly satisfactory as yet, and His Honor commends the subject to the attention of all Commissioners

and Deputy Commissioners. Where Tahsíldárs are found to neglect their educational duties, Deputy Commissioners might perhaps with advantage call upon them to submit a brief quarterly memorandum of the schools visited by them.

4. *University Education.*—The long deferred Report on the Trust Funds of the Punjab University was submitted to the Punjab Government at the close of the year, and was reviewed by Sir C. U. Aitchison in March last. A lengthy summary of the Report and of the conclusions of the late Lieutenant-Governor regarding it is contained in paragraphs 82—90 of the present Report. Mr. Lyall agrees with his predecessor in thinking that it is most desirable that the application of the proceeds of each endowment should now be regulated once for all by rules to be framed in accordance with the wishes of the various donors in order that all chance of confusion in this regard may be avoided in the future. The results of the higher University Examinations can hardly be called satisfactory as far as the Lahore Government College is concerned. The marked failures in Mathematics may be reasonably ascribed to the causes which the Principal and the Director of Public Instruction have indicated; and, if so, it is clearly desirable that early steps should be taken to lay the matter before the Senate of the University, and to secure the more thorough teaching of Mathematics in High Schools. Meanwhile, the Lieutenant-Governor will be glad to learn if any final measures have been adopted by the University for securing greater uniformity in the standards of the various examinations. The average number of students in daily attendance at the College was 227 as compared with 195 in the previous year; and it is eminently satisfactory to note that, while the number of students who did not draw scholarships was only 78 out of a total number of 225, in 1884-85 it rose to 170 out of 248 students in the year under review The increase in the realisations from fees is also satisfactory, and it is desirable that there should be no laxity permitted in this respect in future The success of the Delhi College in the Punjab B. A. Examination is encouraging. The work of the Lahore Mission College did not come under review before 1st April 1887. The Lieutenant-Governor is disposed to agree with the Director of Public Instruction that the most useful direction in which the Oriental College can seek an outlet for its energies is in connection with the Indigenous Schools of the Province. Mr. Lyall desires to commend to all concerned the remarks recorded by Sir Charles Aitchison regarding the course of studies in the Oriental College and which have his fullest concurrence. It is not clear how it can come to pass that the number of students of the Oriental College who learn English in the Government College, Lahore, is unknown, and orders should be issued to secure due record of this in future. Mr. Lyall observes with pleasure that the conversion of the Lahore Medical School into a College has at length secured due public recognition of the excellent work which has been done under Surgeon Major T. B Brown and his colleagues for many years past; and he trusts that with its increased staff the College has before it a long and distinguished career in the work of humanity and utility to which it is devoted.

5. *Secondary Education.*—Of the 229 Secondary Schools of the Province one only, a Model School, is now left under the Educational Department, 19 having been transferred to Municipal Committees from the commencement of the year. Of these 229 institutions 36 are High Schools and 193 Middle Schools; 65 are under District Boards and 118 under Municipal Committees. Of the High Schools 34 and of the Middle Schools 70 are Anglo-Vernacular. The number of scholars in these schools shows an increase of 16 per cent., and the proportion of boys under secondary instruction out of the total number in Secondary and Primary Schools rose to 1 in 13 from 1 in 11. The results of the Entrance Examination of the Punjab University have not yet been published. In the Middle School Examination the results were slightly less favourable than in the previous year. The income from fees has risen from Rs. 1,01,161 to Rs. 1,19,564, or by 18 per cent., and now amounts to considerably more than one-fifth of the total expenditure on Secondary Schools. The Lieutenant-Governor will await the views of the Senate regarding the alterations recommended by the last Educational Conference in the system by which the Middle School Examination

is at present conducted. His Honor is, however, at a loss to understand how the present system can affect the discipline of schools and the enforcement of the steady work in class, as these must be entirely under the control of each Head Master and his assistants. It is satisfactory to learn that the results of the Middle School Examination in 1877 were published in good time. The question of Boarding Houses is no doubt an important one, and opportunity should be taken from time to time to draw the attention of Local Bodies charged with the control Secondary Schools to this subject.

6. *Primary Schools.*—The number of Primary Schools in the Province has slightly increased, while the number of scholars has fallen off by nearly 2,500. This is doubtless due, as stated in the Report, to the rule directing the levy of half fees from the sons of agriculturists in the Upper Department and to the stricter definition of the term "agriculturist." Since the close of the year the rule has been modified and the levy of fees from the sons of agriculturists will in future be confined to the Upper Department of Anglo-Vernacular Schools. The successes gained in the Upper and Lower Primary Examinations were somewhat less than in 1885-86 for the reasons explained in paragraph 166 of the Report. The progress made in Primary Schools is generally stated to have been satisfactory; and it may be expected that under the arrangements whereby Local Bodies will be enabled to spend a further sum of Rs. 1,00,000 on primary education a notable advance will be made in this respect. The Lieutenant-Governor will therefore defer any further remarks regarding primary education until receipt of the report of the present year.

7. *General.*—The number of scholars learning English at the close of the year was 18,221. The Lieutenant-Governor agrees with the Director that the enhanced rates of fees are not likely to check the desire for English education, which is rendered more and more necessary every year by the conditions of Government service and of professional and mercantile duties. The system of High School and Middle School Scholarships has at last been placed upon a sound basis; and the charge for the former which was formerly borne by Provincial Revenues has been localised with District Boards. Mr. Lyall will watch with interest the effect of the Jubilee Scholarships founded for the encouragement of education among Muhammadans. Fees, too, are now regulated in accordance with fixed principles, as explained in paragraph 182 of the present Report. The growing popularity of cricket is very satisfactory; and the development of the physical qualities of the scholars in Government Schools continues to receive due attention.

8. *Special Institutions.*—The Lieutenant-Governor notices with satisfaction the excellent work which is being done by the Central Training College; and it may be expected that the reorganisation of the Government Normal Schools will be productive of similar results in these institutions. The number of students attending the schools rose from 151 to 244, and in a few years a sufficient supply of competent teachers for Primary Schools may be looked for throughout the Province. His Honor is sorry to observe that the Normal School and Training College at Amritsar have ceased to exist. The success of the Amritsar Normal School for School Mistresses deserves special notice, and must be particularly gratifying to the Lady Superintendent, Mrs. Rodgers. Mr. Lyall hopes that in carrying out the proposals of the Committee of Technical Education, as far as the impoverished state of Provincial finances will admit, it will be found feasible to afford that assistance to the Mayo School of Art which it has so long needed to enable it to extend its sphere of usefulness. It is impossible not to sympathise with Mr. Kipling in having to work upon half-educated material as at present, or to doubt that the industrial schools of the Province would effect far greater results if they could be placed under his general supervision.

9. *Female Education.*—The number of girls under instruction in Secondary Schools increased from 655 to 799 and in Primary Schools from 9,451 to 3,861. The number of passes in the Primary Examinations was treble that

of the previous year. The efforts which are being made by the Punjab Association in the cause of female education have the hearty sympathy of the Lieutenant-Governor, and His Honor would invite the attention of all persons interested in this cause to the remarks contained in paragraph 244 of the present Report. The success which is attending the Anglo-Vernacular Girls' School established in Lahore has much in it that is encouraging; and the acknowledgments of the Lieutenant-Governor are due to Miss Greenfield and Miss Andrews for their inspection of a number of female schools in the large cities of the Province and to Mrs. Steel for her interest in the cause of female education in Gujránwála.

10. The results of the examinations in European Schools appear to be generally satisfactory. The number of scholars in the Lawrence Asylum at Sanáwar was 478 and in the Lawrence Asylum at Murree 160. The education of other special classes does not call for particular notice on the present occasion. The foundation of the College for the education of the Punjab Chiefs, now called the Aitchison College in honor of the late Lieutenant-Governor, hardly needs mention here. The buildings of the College are well advanced, and when completed, as far as the funds at present available for the purpose will allow, they will form a worthy monument of the munificence of the founders and of the generous intentions of the author of the foundation.

11. The further statistics collected regarding the Indigenous Schools of the Province are interesting; but it will obviously take some years yet to collect perfectly reliable data in the case of these institutions. The use which may be made of Indigenous Schools has been clearly indicated in previous reviews of Educational Reports of the Punjab, and it is not necessary to repeat here what has already been recorded on more than one occasion. The subject of the preparation and distribution of text-books does not perhaps call for any special notice in the present review.

12. The Lieutenant-Governor observes with pleasure the foundation of Jubilee Scholarships by Local Bodies, and the contributions of these Bodies for the foundation of Scholarships in the Aitchison College must not be passed over unnoticed. The liberality of the Amritsar Municipality in granting scholarships tenable at the Lahore Government College is also deserving of recognition. Mr. Lyall observes with pleasure (see paragraphs 154 and 220 of the Report) that some leading men, chiefly in the Lahore and Dera Gházi Khan Districts, have offered prizes to the boys passing highest in the examinations from particular schools; such practical proof of interest by men of influence is very useful, and it is to be hoped that the plan will commend itself to many other friends of education among the gentry of the Province.

ORDER.—Ordered that the above Remarks be printed as usual and be forwarded with the Report to the Government of India, Home Department.

Also that they be published in the *Punjab Gazette.*

By order of the Hon'ble the Lieutenant-Governor.

H. C. FANSHAWE,

Offg. Junior Secretary to Government, Punjab.

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CHAPTER I.

INTRODUCTION—GENERAL SUMMARY AND STATISTICS.

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SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

Number of Public Schools and Scholars.

1. At the close of the year there were 2,203 public educational institutions in the Province containing 136,014 scholars. The number of institutions has increased by 86, whilst there has been a decrease of 1,272 in the number of scholars.

Private institutions.

2. The statistical returns shew 16,527 private institutions with 145,145 scholars against 12,201 institutions with 131,903 scholars at the close of the previous year.

Total number of schools and scholars.

3. On the whole, therefore, there were, according to the returns, 281,159 scholars under instruction in public and private institutions of all kinds at the close of the year, being an increase of 11,970 since the end of 1885-86. The statistics of Indigenous schools are not altogether reliable, but those of the present year are probably more accurate than those of 1885-86.

Colleges.

4. There were in 1885-86 two Arts Colleges, a Government College and an Aided College. During 1886-87 a third College was established, to which a grant has been allowed since the close of the year. The number of students has risen from 307 to 319. The Oriental College contained 122 and the Medical College 68 students; and the total number of students receiving University education was 509.

Secondary schools for boys.

5. The number of schools for the Secondary education of boys has risen from 224 † to 234, and the number of scholars from 43,830 to 44,009. The increase has been entirely in Anglo-Vernacular schools, which are included under the head of English schools in the returns prescribed by the Government of India. The number of Vernacular schools has decreased by three, and the number of scholars in those institutions by 1,451. Of the 44,009 scholars under instruction 25,962* attended English or Anglo-Vernacular schools, and 18,047 were reading in Vernacular institutions, 11,343 had advanced beyond the Primary stage being an increase of 1,538.

* After adding to the returns of last year the statistics of the Oriental College and School and the Law School, which were not received in time for incorporation. (*Vide* para. 1 of Report for 1885-86.)

† Adding the Oriental College School not included in last year's returns. Similar corrections have been made elsewhere when necessary on account of the Oriental College and School and the Law School.

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Introduction and general summary.

Secondary schools for girls.

6. The number of schools for the Secondary education of girls has risen from 10 to 11, of which one is Vernacular and the others are English (or Anglo-Vernacular). The number of scholars has increased from 655 to 799, and the numbers who have advanced beyond the Primary stage, from 101 to 153.

Secondary schools for boys and girls.

On the whole there were 245 Secondary institutions for males and females with 44,808 scholars, of whom 11,496 had advanced beyond the Primary stage, being an increase of 11 schools, of 323 scholars, and of 1,590 in the secondary stage.

Primary schools for boys.

7. Of Primary schools for boys there were 1,624, being an increase of 60; but the number of scholars had fallen from 81,965 to 79,529, being a decrease of 2,436. The Primary departments of Secondary schools contained 32,666 scholars, so that the total number in the Primary stage was 112,195 which is less by 3,795 than the number at the close of the previous year; 24,674 had reached the Upper Primary stage, which shews an increase of no less than 3,964 since 1885-86.

Primary schools for girls.

8. There were 310 female Primary schools with 10,173 scholars, being an increase of 11 schools and 600 scholars. Including the Primary departments of Secondary schools the total number of scholars under Primary instruction in female schools was 10,819, being an increase of 692 since the previous year. Of the 10,819 scholars under Primary instruction 542 were in the Upper Primary stage, being an increase of 112 since the previous year.

Primary scholars, boys and girls.

9. On the whole there were 123,014 children receiving Primary instruction, of whom 25,216 were in the Upper Primary stage, against 126,117 of whom 21,140 were in the Upper Primary stage at the end of the previous year.

Total number of scholars in boys' schools for general education and stages of instruction.

10. The total number of scholars under instruction in schools for the general education of boys was 123,538, of whom 1,407 were in the High, 9,936 in the Middle, 24,674 in the Upper Primary, and 87,521 in the Lower Primary stage. Though there has been on the whole a decrease of 2,257 scholars, the numbers attending the High, Middle and Upper Primary departments have increased by 94, 1,444 and 3,964 respectively.

The proportion of scholars under Secondary education out of the total number attending boys' schools has risen from one in thirteen to rather less than one in eleven, and the proportion of boys in the Upper Primary stage out of the total number under Primary instruction from rather less than one in six to considerably more than one in five.

Total number of scholars in girls' schools for general education and stages of instruction.

11. The total number of scholars under instruction in schools for the general education of girls was 10,972. Of these six were in the High, 147 in the Middle, 542 in the Upper Primary and 10,277 in the Lower Primary stage. There has been an increase in every stage, *viz.*, 2 in the High, 50 in the Middle, 112 in the Upper Primary and 580 in the Lower Primary.

Schools for special education.

12. There were 15 schools for the special instruction of males, containing 933 scholars or 1,001, if we add 68 students of the Medical College in order to admit of a comparison with the previous year, when there was no distinction between the Medical College and School. This shews an increase of 259 students. There were four schools for the special instruction of females, with 62 scholars, against four schools with 70 scholars in 1885-86.

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13. On the whole there has been a decrease of 2,066 in the total number of males and an increase of 794 in the total number of females borne on the rolls of public institutions.*

Decrease of male and increase of female scholars.

14. The final results of the Entrance and Intermediate examinations of the Punjab University are not yet known, as it has been found necessary, in consequence of certain irregularities of a serious nature, to re-examine those candidates who went up for the examinations at Lahore and Amritsar, and obtained pass marks. It is certain, however, that the results will shew a considerable diminution in the number of passes as compared with the previous year.

University examinations.

Entrance and Intermediate of Punjab University.

Thirty-six candidates passed the Entrance examination of the Calcutta University and two the First Arts examination. In the previous year 20 candidates were successful in the former and none in the latter examination.

Entrance and First Arts of Calcutta University.

In the B.A. examination of the Punjab University 24 candidates were successful, but none succeeded in passing the M.A. examination. In the previous year 15 candidates passed the B.A. and two the M.A. examination.

B.A. and M.A. of Punjab University.

On the Oriental side one candidate was successful in the B.O.L. examination against two in the previous year. None passed the M.O.L. examination on either occasion.

B.O.L. and M.O.L. of Punjab University.

15. For the Middle School examination, which is conducted by the University, the Upper and Lower Primary examinations conducted by the Department, and the corresponding Standard examinations of European schools, the number of passes is shewn below:—

Middle School, Upper Primary and Lower Primary examinations.

	Boys.		Girls.	
	1885-86.	1886-87.	1885-86.	1886-87.
Middle School examination, English	1,008	1,012	8	13
Ditto ditto Vernacular	677	766	..	...
Upper Primary ditto	6,051	5,757	70	134
Lower ditto ditto	12,316	11,374	187	408

16. The examinations for Teachers' Certificates during 1885-86 and 1886-87 shew the following results:—

Examinations for Teachers' Certificates.

	1885-86.	*1886-87.*
Senior Anglo-Vernacular	13	15
Junior do.	10	11
Senior Vernacular	24	22
Junior do.	124	122

17. The total expenditure amounted to Rs. 22,57,163, being an increase of Rs. 2,80,220. There was an increase in round numbers of Rs. 2,11,000 in the expenditure on buildings, due more especially to the Aitchison College; of Rs. 28,000 on the purchase of new furniture and apparatus for the Medical College and additions to the staff; of Rs. 37,000 on general school education, and Rs. 16,000 on inspection. On the other hand there was a decrease of about Rs. 15,000 in the expenditure on scholarships and miscellaneous charges, leaving a net increase in round numbers of Rs. 2,77,000 besides some minor items.

Increase of expenditure.

* Taking into account seven boys attending girls' schools in 1885-86, and 51 girls attending institutions for males during the year under report.

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Introduction and general summary.

Expenditure on Colleges.

18. In Arts Colleges the expenditure amounted to Rs. 69,412, being an increase of Rs. 1,978; in the Oriental College to Rs. 21,835, being a decrease of Rs. 1,849; and in the Medical College, shown in the previous year under special schools, to Rs. 57,197. The total direct expenditure on University Education amounted to Rs. 1,48,444.

Expenditure on boys' schools for general education.

19. In boys' schools for Secondary education the expenditure amounted to Rs. 6,01,137, being an increase of Rs. 26,075; and in those for Primary education to Rs. 3,28,333, being an increase of Rs. 3,101. On the whole, therefore, the expenditure on boys' schools for general education shews an increase of Rs. 29,176, which has been incurred in schools for natives and is more than covered by additional income from private sources, including fees, subscriptions, &c.

Expenditure on girls' schools for general education.

20. In girls' schools for Secondary education the expenditure amounted to Rs 75,131, being an increase of Rs. 18,415; and on those for Primary education to Rs. 1,24,515, being a decrease of Rs. 10,588. An increase of about Rs. 10,000 in the expenditure on Secondary schools, and a similar decrease in that on Primary schools is due to the fact that certain European schools formerly considered Primary schools are now classed as Secondary schools. On the whole the expenditure on girls' schools for general education shows an increase of Rs. 7,827.

Expenditure on schools for special education.

21. In schools for the special instruction of males the expenditure amounted to Rs. 1,11,666. In order to admit of a comparison with the previous year, Rs. 57,197, the cost of the Medical College, now shewn under the head of University education, must be added; as the total expenditure on Medical education was formerly shewn under the head of special instruction. This would raise the total expenditure on the special instruction of males to Rs. 1,68,863, which exceeds the expenditure of the previous year by Rs. 13,720. The additional expenditure is due almost entirely to Medical education. The expenditure on the special education of females amounted to Rs. 9,124, which is approximately the same as in the previous year.

Expenditure on scholarships.

22. The expenditure on scholarships was Rs. 1,08,569. This falls short of the amount expended in the previous year* by Rs. 5,609.

Expenditure on inspection.

23. The expenditure on inspection amounted to Rs. 1,32,734, being an increase of Rs. 16,023 due to additions made to the inspecting staff.

Expenditure on buildings.

24. On buildings the expenditure amounted to Rs. 3,58,129 against Rs. 1,46,870 in the previous year. The increase is due mainly to an expenditure of Rs. 1,93,239 on the Aitchison College, of which Rs. 1,64,379 were paid from Provincial revenues being the equivalent of an equal amount subscribed from private sources but not yet expended.

Expenditure from Provincial revenues.

25. The expenditure from Provincial revenues amounted to Rs. 7,47,746, or adding Rs. 1,51,687† paid by the Accountant-General to Municipalities on account of certain schools recently localised, to Rs. 8,99,433. This exceeds the expenditure of the previous year by Rs. 1,80,006 the increase being due mainly to abnormal expenditure on the Aitchison College.

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* After adding Rs. 12,608 on account of University scholarships not shewn in the returns of the previous year.

† This allowance is of a temporary character Eventually Government proposes to relieve Municipalities of a similar charge for Police. The arrangement is more fully explained below, *vide* para. 33.

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Introduction and general summary

Expenditure from Municipal and District funds

26. The expenditure from Municipal funds was Rs. 3,06,270, or deducting the special grant of Rs. 1,51,687 paid to them by the Accountant-General, Rs. 1,54,583. Deducting also Rs. 4,618 contributed to the University from Municipal funds, so as to admit of a comparison with the previous year, (when the amount contributed on this account from various sources was not reported in detail) it appears that Municipalities have expended about Rs. 4,000 less on education than in the previous year.

District Committees expended Rs. 4,89,269 against Rs. 4,90,876 in 1885-86.

Fees

27. Fees amounted to Rs. 2,48,951, or deducting those levied by the University to Rs. 2,23,407, which shews an increase of Rs. 29,283, or 15 per cent., since the previous year.

Subscriptions, proceeds of endowments, &c

28. Subscriptions, proceeds of endowments and receipts from other sources (inclusive of University funds) amounted to Rs. 4,64,927, being an increase of Rs. 73,130 since the previous year. Of this about Rs. 29,000 consisted of subscriptions expended on the Aitchison College building, about Rs. 6,000 were expended on the supply of furniture and apparatus to the Medical College, and a further sum of Rs. 27,600 is accounted for by an increase in the amount realised on account of the sale of text books.

Chief points of interest suggested by the statistics of boys' schools.

29. The most satisfactory features in the above statistics are :—First the large increase that has taken place in the number of students who have advanced beyond the most elementary stages; and secondly the great improvement in the income from school fees. More than 9 per cent. of the boys attending public schools are now under secondary instruction; and more than 29 per cent. have advanced beyond the Lower Primary stage. Fees show an increase, as we have already seen, of 15 per cent. The growing desire for education is shown by the larger numbers attending the higher schools and College classes notwithstanding the introduction of enhanced rates of fees. The falling off in the number of boys in the Lower Primary stage on the other hand is to be regretted. It has caused on the whole a reduction of 2,257 or 1·8 per cent. in the number of boys attending public schools. This seems due to the fact that admissions to the Lower Primary department have been temporarily checked by the new rules regarding the levy of fees, and hence the number of new pupils has not been sufficient to replace those who have left school or have been promoted to higher classes.

Chief points of interest suggested by the statistics of girls' schools.

30. In female schools the number of students has increased by more than 7 per cent.; the number of those who have advanced beyond the Lower Primary stage, though still very small, has increased by 30 per cent.; and I anticipate a great improvement during the current year from the measures that are now in progress for the promotion of female education.

Results of examinations

31. From the results of the examinations conducted by the Punjab University no definite conclusions can be drawn, until arrangements are made to maintain a fixed standard There is, as we have seen, a slight reduction in the number of passes by the Upper and Lower Primary Examinations. But this, as explained in Chapter IV, must be attributed to the fact that owing to a change of system the candidates in many cases had not fully completed the prescribed course at the time when the examinations took place. In the case of girls' schools there has been on the whole a very great improvement in the results of the examinations.

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Introduction and general summary

Localisation of Government schools

32. At the beginning of the year all schools for secondary education hitherto under the direct management of the Department, with the exception of the model or practising schools attached to training institutions, were transferred to Municipalties. This, as was almost inevitable during the first year under the new system, has caused delay in some cases in filling up appointments. Otherwise, except in a few instances, no inconvenience has resulted from the change; and there is every reason to expect that the present arrangements will work satisfactorily.

Financial arrangements for schools that have been localised.

33. Half yearly payments are made by the Accountant-General to the Municipal Committees concerned, to enable them to meet the cost of the schools that have been transferred to them; and a similar arrangement has been made in the case of certain Board schools, which formerly received grants-in-aid from Provincial revenues, through the Education Department. It is intended hereafter to relieve the Municipalties of equivalent charges now paid for the police or other purposes, and the payments made by the Accountant-General will then cease.

Introduction of new grant-in-aid rules

34. The new grant-in-aid rules for Native schools in which provision is made for payment by results, and staff grants to certificated teachers have been introduced during the year. The Code for European Schools was promulgated in 1885-86, but grants under the new system were awarded for the first time during the year under report. In a few instances higher grants have been earned both by Native and by European schools; but in most cases it has been found necessary to make liberal use of the rules which provide for special grants to new schools and those newly brought under the Code.

SECTION B—EDUCATION COMMISSION'S RECOMMENDATIONS.

Report on measures in accordance with recommendations of Commission.

35. A brief sketch of the principal measures taken by the Punjab Government in accordance with the recommendations of the Education Commission was given in my last annual report; and a special report dealing fully with the whole question was submitted in the course of the year.

Additional funds for Primary education

36. The expectation of liberal assistance from the Government of India, by the provision of additional funds for the extension of Primary Education, and the improvement of the subordinate Inspecting Staff and of Normal schools for Primary Teachers was doomed to disappointment, in consequence of financial difficulties; but the Punjab Government was able, by the exercise of economy, to provide more than a lakh of rupees for the purpose.

Financial arrangements with District Boards.

37. A portion of the cost of subordinate inspection and of training institutions was formerly paid from District funds. All expenditure on this account is now defrayed from Provincial revenues. Thus District funds were relieved of charges aggregating in round numbers Rs. 73,000 per annum, which were transferred to Government. On the other hand District Boards are now required to defray certain charges for scholarships aggregating nearly Rs. 18,000 per annum. The net result is that District Boards have been relieved by Government of charges aggregating in round numbers Rs. 55,000 per annum. This amount they are required to expend on the extension and improvement of Primary Education. The arrangements necessary to effect the transfers of charges above referred to involved considerable delay and were not carried out until the latter part of the year. But this is not to be regretted; as there has been in consequence a saving of about Rs. 70,000* which has afforded the means of erecting

Rs. 70,000 provided for Normal schools.

* NOTE.—Of this amount about Rs. 29,000 were expended during the year under report, and the balance was placed to credit of the Department Public Works for expenditure during the current year.

suitable buildings for two Normal schools, which stood in urgent need of improved accommodation.

Chap. I, B, 37.

Education Commission's recommendations.

38. Government, as explained above, have taken over charges from District Boards, amounting to about Rs. 55,500 per annum; and Municipalities have been relieved of similar charges amounting to about Rs. 2,500. Out of the balance available the sum of about Rs. 14,000 has been provided for the improvement of female education, thus raising the total amount to be expended on Primary instruction to more than Rs. 69,000. Whilst the Subordinate Inspecting staff has been improved and strengthened, the three Normal schools formerly in existence and the Model schools attached to them have been thoroughly reorganised, and a fourth Normal school has been established, at a total cost, in round numbers, of Rs. 35,000.

Rs. 14,000 per annum for improvement of female education.

Rs. 35,000 for improvement of Inspecting Staff and Normal Schools.

Thus it will be seen that a total extra grant of about Rs. 1,04,000 has been provided for the development of Primary education, either directly by establishing new schools and improving those already in existence or indirectly by strengthening the Inspecting staff and the machinery for training teachers.

Altogether Rupees 1,04,000 from Provincial revenues for Primary education.

39. Of the money placed at their disposal, District Boards are required to devote a certain portion to the establishment of new Primary schools, either of the ordinary type or with special arrangements for the benefit of zamíndárs, an equal amount to Indigenous and Aided Primary schools, and a smaller amount, being about one-seventh of the whole, to the improvement of existing Primary schools. Of course they are not tied down rigidly to this distribution, which must vary to some extent according to local circumstance. Very little was accomplished by these bodies during the year under report; but when the above measures are fully carried into effect, they will cause a considerable addition to the number of Primary schools and scholars. A more striking effect might have been produced, and a larger number of scholars added to the rolls, if the money devoted to Primary schools had been expended exclusively in those parts of the Province where education is best appreciated; but it was evidently right and proper that the backward districts, as well as those that are more advanced, should share in the advantages now made available. In the case of Indigenous schools we must not expect of course any considerable increase of numbers in the first instance, as a consequence of the expenditure incurred on them. But we are fully entitled to expect a great improvement in the character of the instruction imparted in all schools that accept the assistance now offered to them.

Application of the Rs. 55,500 to be spent by District Boards.

40. The orders that have been issued regarding the expenditure of the assignment for the improvement of female education provide for the award of scholarships and prizes; for special inducements to the wives and other female relations of schoolmasters to qualify themselves for the scholastic profession; for the improvement of the pay and prospects of teachers of female schools; for the employment of more efficient teachers in Board schools, present incumbents being retained where advisable as assistants; for the reward of persons through whose assistance any real improvement in female education may be effected; and for other measures calculated to promote the object in view.

Application of Rs. 14,000 provided for female education.

41. Besides the measures above mentioned for the improvement of the Inspecting staff, the reorganisation and extension of Normal schools, and the promotion of Primary education amongst

Other recommendations of Education Commission.

Chap. I, B. 41.

Education Commission's recommendations.

boys and girls, the following points to which the special attention of the Education Commission was directed may be briefly noticed:—

Inspectress of Schools.

Funds are not at present available for the appointment of an Inspectress of Schools; but ladies have been employed as in the previous year to visit some of the schools in large towns. The majority of schools, as explained in the last report, are open to general inspection.

Educational Conference.

The second meeting of the General Education Conference took place in April last, and was followed by the Departmental Conference (*vide* paras. 49—69.)

Revised grant-in-aid rules.

The grant-in-aid rules, revised in consultation with Managers of Aided Schools, that were adopted by the first General Conference have been introduced with the sanction of Government (para. 34.)

Increased fees.

The new rules for the levy of fees, referred to in my last report, have been introduced; and there has been a large increase in the income from this source (para. 29.)

Physical instruction.

Further measures for the extension of physical instruction and the encouragement of manly games and exercises have been considered by the Conference and their proposals have received the general approval of Government (*vide* para. 57.)

Education of Punjab Chiefs.

The Aitchison College for the education of Punjab Chiefs has been opened during the year, and promises to be eminently successful (*vide* para. 279.)

CHAPTER II.

CONTROLLING AGENCIES.

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Changes in Circles of inspection and increase and reorganization of Inspecting staff.

Necessity of change.

42. Some account of the changes in the Circles of inspection and the increase and reorganization of the Inspecting staff effected in the early part of the year was given in the last report. As therein stated, the Education Commission recommended that the Inspecting staff should be increased so as to be adequate to the requirements of each province, and that the remuneration of subordinate inspecting officers should be reconsidered with due regard to their enhanced duties and responsibilities. His Excellency the Viceroy, in reviewing the report of the Commission, gave expression to similar views. In his report for 1884-85, Mr. Ibbetson, then Officiating Director, recorded his opinion that the Inspecting staff was the weakest part in the Punjab Education Department. The officers he considered efficient as a rule, and in many cases conspicuously so; but neither had their numbers been augmented nor their position improved for many years, whilst the work to be done had increased enormously. The result was that the superior staff was burdened with much necessary work that should be done by inferior agency, to the detriment of their more important duties. In those views His Honour the Lieutenant-Governor concurred, but funds were not then available to carry out the measures that were considered desirable.

Measures for strengthening Inspecting staff.

43. During the current year money has been provided for the object in view; and though the amount available was much less than had been at one time expected, considerable improvement has been effected. There were formerly four Assistant Inspectors, including one whose appointment had been sanctioned as an experimental measure for work on the frontier. The number of these officers has now been raised to seven, and a District Inspector has been appointed in every district except Simla and Kohát, where the schools are too few to justify the employment of an inspecting officer. Formerly Chief Muharrirs were employed in eight of these districts. Their duties were the same as those of a District Inspector; but they received lower salaries, and held an inferior position. On the whole the pay and prospects of local inspecting officers have been greatly improved; and the most efficient of them may hope to become Assistant Inspectors, whilst Assistant Inspectors of conspicuous merit and ability are eligible for employment as Inspectors.

Reorganization of Circles of inspection.

44. The Circles of inspection, as explained in the last report, have been made to correspond with the Revenue divisions of the Province. The Delhi, Jullundur, Lahore and Déráját divisions, each constitute a Circle of inspection, whilst the Ráwalpindí and

Chap II, 44.

Controlling Agencies.

Pesháwar divisions are comprised in the Ráwalpindí Circle. The Delhi and Jullundhr Circles are each provided with an Inspector and an Assistant Inspector; whilst the Inspector of the Lahore Circle, who is Inspector also of European schools, and the Inspector of the Ráwalpindí Circle, whose duties extend over two divisions, are each allowed two Assistants. The Deraját, which is of vast extent, and contains a comparatively small number of schools and scholars, has been placed under an Assistant Inspector in independent charge.

Effect of the new arrangements.

45. Under the new arrangements work is more evenly distributed than before; the Inspector of the Lahore Circle, who is required to examine European schools in the hills, has been relieved of the Kángra district with its hill schools for natives; and he has been relieved also of the necessity of holding a detailed examination of Primary schools; the other three Inspectors have been relieved of this duty to a considerable extent; and a highly paid European official is no longer required to traverse the Deráját, a practice that involved great waste of power.

Work of the Inspecting staff.

46. Though the Inspecting staff has not been increased to the extent that was contemplated by the Punjab Government, at a time when liberal assistance from the Imperial revenues was expected, there is reason to hope that it will prove adequate for the work that it will be required to perform. The duties of inspecting officers have been largely augmented by the introduction of the system of payment by results; and the development of this system, and the special attention that they are now expected to devote to aided institutions and the improvement of indigenous schools, will prove a further tax on their energies. On the other hand, the schools that were transferred to Municipalities at the beginning of the year, will require fewer visits from the Inspector than were thought necessary when they were under the direct management of that officer; and in like manner other Board schools will receive fewer visits from District Inspectors than were prescribed at a time, when such schools were managed entirely by Deputy Commissioners working through their District Inspectors or Chief Muharrirs; for though District Inspectors must no doubt take, for some time to come, a considerable part in the management of the schools in the capacity of professional adviser to Local Bodies, their interference in details will gradually diminish as the Boards become more familiar with the work. There are two other causes that will enable Primary schools to dispense with such constant supervision as has been hitherto considered essential: the first is the supply of trained teachers in increasing numbers, and the gradual removal of old and incompetent men, who are still employed in many schools; and the second is the application in a modified form of the system of payment by results, under which the salaries of the teachers, in a large proportion of Primary Board schools, will depend to a considerable extent on the number of pupils who are successful in the Primary examinations.

Superior Controlling staff.

47. At the beginning of the year Lálá Piyáre Lál held charge of the Umballa Circle, Lálá Ságar Chand was officiating as Inspector of the Lahore Circle, Mr. Harvey held charge of the Mooltan Circle, and Mr. Thompson of the Ráwalpindí Circle. Early in May, Dr. Stulpnagel was appointed Inspector of the Lahore Circle and relieved Lálá Ságar Chand.

On the reorganization of the Circles of inspection, Lálá Piyáre Lál became Inspector of the Delhi Circle, which formed a part of the old Umballa Circle; and Lálá Kanhaiyá Lál, who had joined early in April, remained as his Assistant. Mr. Harvey was

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transferred from the old Mooltan Circle, now abolished, to the new Jullundur Circle; to which Lálá Ságar Chand was nominated as Assistant, though he has not yet joined, having been officiating nearly all the year in the Lahore College. The Lahore Circle, though greatly changed, continued under the charge of Dr. Stulpnagel, with Bábú Harí Singh and Bábú Jai Gopál Singh as Assistants. Mr. Thompson retained charge of the Ráwalpindí Circle with Lálá Thákur Dás and Bábú Pír Bakhsh as Assistants, and Maulaví Muhammad Yúsuf 'Alí was placed in charge of the newly constituted Circle of the Deráját.

I have again to record the thanks of the Department to Miss Greenfield and Miss Andrews, who have inspected a considerable number of the female schools in large cities Miss Greenfield has furnished a very valuable report.

Subordinate Inspecting staff

48. Of the Chief Muharrirs, one has been dismissed, and seven have been retained as District Inspectors, though two only have been permitted to draw the full salaries of the appointments. Several of them are able men, though for the most part of the old school, and somewhat advanced in years. One or two probably will be required to retire shortly.

The District Inspectors have in general performed their duties in a very satisfactory manner; but there have been numerous changes, due chiefly to the reorganization of the Inspecting staff, and the transfer of some of these officers either temporarily or permanently to the Civil Department. This has, in some cases, rather interfered with the progress of work.

General Educational Conference.

49. The second annual meeting of the General Educational Conference was held at Lahore on the 26th April 1887, and the four following days.

It was attended by the Inspectors and Assistant Inspectors of Schools, by representative Managers of Mission Schools, by native gentlemen interested in education, several of whom were School Managers, and by myself; and the Principals of the Lahore Government College and the Central Training College, and the Head Masters of the Board High Schools at Lahore and Amritsar, were invited to join the Conference, when matters on which their opinion was considered of special value were under discussion.

Subjects discussed by the General Educational Conference.

50. The following subjects were discussed, and resolutions were passed on all points that required decision:—

(1). Amended rules for the award of High school scholarships.

(2). The manner in which scholarships of any kind are to be awarded when two candidates are bracketted together, and arrangements in case of the transfer of a scholarship-holder from one school to another.

(3). Proposal that the value of a close scholarship shall in no case exceed that of an open scholarship of the same class.

(4). The eligibility of girls under certain circumstances to hold scholarships awarded on the results of the Lower Primary examination, and the conditions under which scholarships shall be awarded to girls who pass the Upper Primary examination.

(5). Modification of the rule laid down regarding the annual increase of fees in such a manner as to avoid fractions.

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(6). Proposal to reduce fees when more than one student of the same family attend school.

(7). Modification of the standard for Sanskrit in the Upper Primary examination.

(8). The award of instruction grants in the case of boys leaving a school within three months of the Entrance or Middle School examination, and the amount of grant for boys who pass the Middle School examination in English only, having previously passed in the Vernacular.

(9). The conditions on which grants should be given to Zanána classes.

(10). Modifications in the requirements demanded in the case of candidates for admission to the Junior Vernacular Certificate examination, and to Government Normal schools, and in the subjects of examination.

(11). Rules for the internal management of Board schools.

(12). The principles that should be followed in drawing up general rules for the promotion of physical development and the encouragement of games and gymnastic exercises, and the expediency of allowing grants-in-aid on this account.

(13) The expediency of employing English technical terms in teaching Science and Mathematics through the medium of the Vernacular.

(14). The admission as "private candidates" to the Middle School and Entrance examinations of students of public schools, whose names are not sent up by the heads of those institutions.

(15). Bifurcation of studies with the view of giving more suitable instruction to youths destined to become clerks in public offices or to take to commercial pursuits.

(16). A proposal that Government should be moved to provide for the inspection of unaided schools in cases in which the Managers of such schools apply for their inspection; and that public scholarships should be tenable in unaided public schools open to inspection, provided that they are recognised by the Department as efficient.

(17). Whether the award of stipends (as distinguished from scholarships*) tenable in institutions for general education open to the public, and payable from public funds, should be absolutely prohibited or allowed in certain cases; and if they are

* Scholarships and stipends are thus defined in the Punjab Education Code:—
Article 30.—Scholarship means a periodical payment guaranteed for a fixed time on certain conditions, and awarded subject to certain fixed limitations, absolutely in accordance with the results of a public examination.
Article 31.—Stipend means a subsistence allowance made to a scholar on certain conditions, to enable or induce him to pursue a certain specified course of study.

allowed in special cases, the conditions that should be imposed.

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(18). The question of levying fees at reduced rates from agriculturists attending Primary schools and departments.

(19). Delay in publication of the results of the Middle School examination.

Orders of Government on the various subjects discussed.

51. All these matters were fully considered and exhaustively discussed at the Conference, and His Honour the Lieutenant-Governor expressed his acknowledgment of the care and attention that had been bestowed by the members on the questions that came before them.

Proposals of Conference under the first five heads, noted in para. 50 above, approved.

52. The proposals of the Conference under the first five heads above noted, have been generally approved, and the necessary entries have been made in the Punjab Education Code. By the desire of His Honour the Lieutenant-Governor, however, a proviso has been added to the rule, under which it was proposed to award scholarships to girls who should pass the Upper Primary School examination, to the effect that the Department must be satisfied that girls who obtain scholarships, under the rule in question, are in need of assistance, and that there is a reasonable prospect of their hereafter becoming teachers or medical students.

Reduction of fees in the case of more than one boy under the guardianship of the same person, and attending the same school, not sanctioned.

53. With reference to the sixth question that came under discussion, the Conference recommended "that in the case of more than one boy, supported and educated by the same person and attending the same school, a reduction of half fees for every boy after the first may be claimed by such person." His Honour considered that, as a matter of principle, there is no reason why a second son should be required to pay less for his education than the first, and he was, therefore, unable to approve of the above proposal.

Proposals 7 and 8 sanctioned.

54. The proposals made with reference to the next two questions, 7 and 8, have been sanctioned, and will be embodied in the Code.

Proposals regarding grants to Zanána classes not agreed to.

55. As regards grants to Zanána classes, the Conference submitted a set scheme, but the Lieutenant-Governor preferred not to lay down any general rules on the subject, or to attempt to bring Zanána Mission teaching within the scope of the rules for Aided schools. His Honour, has, however, expressed his readiness to consider favourably an application from any Municipality or District Board or Committee that may think it advisable to make, in any form, a grant from the public funds at its disposal in support of Zanána teaching in any particular locality. Existing grants will be allowed to continue, subject to the condition that the teaching must be satisfactory; and each such grant will be treated as a special case.

Chapter IX of the Code on Board schools approved and published.

56. The rules for the internal management of Board schools came next under discussion. They form a part of Chapter IX of the Code, in which these institutions are fully dealt with. Although the non-official members of the Conference are not directly concerned with the management of Board schools, it was believed that their experience would enable them to offer valuable suggestions regarding the rules which relate to internal discipline and organisation; and it seemed the more desirable that they should be consulted, since the rules in question, though in no way binding on the Managers of aided institutions, are likely to be very generally adopted, so far as they are suitable to schools

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under private management. Whilst, therefore, this portion of Chapter IX was submitted to the General Conference; the remaining portion was discussed by the Departmental Conference; and the whole Chapter, after some modifications in the Financial Department, has now received the approval of Government, and has been published for general information.

Orders regarding instruction in gymnastics, &c.

57. The recommendations made by the Conference under the next head, regarding instruction in gymnastics and the encouragement of native games, &c., have met with the general approval of His Honour the Lieutenant-Governor. The scheme proposed necessitates arrangements for two courses in gymnastics. The Principal of the Central Training College, who was a member of the Sub-Committee appointed by the Conference to report on the subject, has been requested, in consultation with the other members of the Sub-Committee, to draw up programmes for the two courses. When this has been done, definite rules can be prepared on the lines indicated in the proceedings of the Conference.

Question of terminology referred to the University.

58. The question of the terminology to be employed in scientific works in the Vernacular languages of the country, is one of great importance; and the recommendations of the Conference, who advocate the use of terms employed in English books in perference to those taken from Arabic and Sanskrit, have been forwarded to the University, with a request that the Senate will favour His Honour with an expression of opinion on the subject.

The question of the admission of private students referred to the University.

59. A copy of the resolution recorded by the Conference, as to the injurious effects that have, in their opinion, resulted from the admission to the Middle School and Entrance examinations, as private students, of public school boys who are not sent up by the heads of the institutions to which they belong, has been forwarded to the University, with the expression of a hope that the question will be carefully considered with reference to the strong and almost unanimous opinion which is entertained on the subject by those who have a practical knowledge of the schools of the Province and of the working of the present system.

The bifurcation of studies in the Upper classes of High schools

60. With reference to the proposal of the Education Commission, to make provision in the upper classes of High schools, for the establishment of two divisions,—one leading to the Entrance examination of the Universities, the other to fit youths for commercial or other non-literary pursuits,—and the opinion expressed by the Government of India, that the bifurcation here suggested is of special importance at the present time, the Government of the Punjab last year recorded the following remarks:—

Remarks by the Punjab Government.

"The main inducement to study in the Punjab, as in every other province in India, and every country in the civilised world, is, with the great mass of students, the hope of personal advancement. At present there is a very strong desire for English education, mainly because it leads to Government employment, which affords a certain income and some valuable prizes. Hitherto the classes who seek for an English education have not turned their attention to industrial and commercial pursuits. They see no opening in that direction, and an education, avowedly framed to fit them for such occupations, would offer no attraction, and certainly would not be accepted, if it appeared to cut them off altogether from Government employment. It is, however, a common complaint, that youths who have passed the Entrance examination, and often those who have advanced to a much higher standard, are not qualified to become efficient clerks. A course of instruction in letter and précis writing, book-keeping and accounts would in all probability prove highly popular, whether it began at the Middle School or Entrance Standard, more especially if it were followed by the award of a certificate after passing a successful

examination. Such an arrangement would supply a much more efficient class of men than is at present available for junior clerkships in public offices; it would open the way to employment in banks and shops, and it would thus lead the students, who followed it, to turn their attention to commercial pursuits; and it would facilitate the introduction of other branches of technical instruction hereafter. The question, and its proposed solution, will be laid before the next Educational Conference."

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Recommendations of Conference regarding bifurcation of studies.

61. The Conference recommended that special provision should be made in selected schools for imparting instruction in letter and précis writing, caligraphy, book-keeping and accounts to students, who have passed in Euclid and Algebra by the Middle School standard, and who do not learn Arabic or Sanskrit; and it has been shown that, in the case of such students, ample time will be available for the special course. This proposal has been approved by His Honour.

Proposal regarding special examination to be held by University will be referred to that body.

62. It was held that until the advantages of the new course should have been proved by actual experience, few students would be willing to follow it, if it cut them off from the University examinations; and the Conference proposed that, with the view of enabling students to qualify themselves to a full extent for the Entrance examination, and at the same time to acquire the special knowledge required, the University should be moved to add to the list of optional subjects a special English course, testing more fully the student's knowledge of idiomatic English. This recommendation will be forwarded to the University for consideration, after the receipt of a report from the Committee on Technical Education appointed by the Punjab Government.

Examination to be held by the Department, and appointment of Committee.

63. The Conference further recommended that an examination, open to matriculated students, should be held by the Department in letter and précis writing, dictation, caligraphy, general correspondence, book-keeping and commercial arithmetic; that diplomas should be awarded to successful candidates; and that a Committee of experts should be appointed to make practical recommendations regarding the scope of the examination and the course of study to be followed. These proposals have been approved.

Recommendation as to diplomas.

64. The Conference recorded an opinion, that the above scheme, which had been framed with a view to carry out one of the recommendations of the Education Commission on the lines indicated by the Local Government, would have little chance of success, unless the candidates, who might obtain diplomas, should have some reasonable expectation that these diplomas would lead to employment; and a hope was expressed, that the Government would adopt measures to secure an adequate recognition of the diplomas, as ensuring a preferential claim to employment in the public service. His Honour thought that the diplomas would no doubt carry weight; but he was not prepared to lay down any rule on the subject at present. It will, however, be open to the Director of Public Instruction to bring to the notice of heads of public offices the advantage of employing men who have gained diplomas.

Scholarships tenable in unaided schools.

65. A recommendation of the Conference for the inspection of unaided schools, where this is desired by the Managers, and a proposal that public scholarships may be held in Public Unaided schools open to inspection and recognised by the Department as efficient, have been approved by His Honour.

Future award of stipends from public funds prohibited.

66. With regard to the award of stipends, as distinguished from scholarships, His Honour concurs in the recommendation of the Conference; and has been pleased to rule that, in future,

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stipends, as defined in the Punjab Education Code, shall in no case be paid from public funds to students attending institutions open to the general public for general education. This rule will not be applied to stipends already awarded to students for a definite period, with the view of encouraging or enabling them to appear at some particular examination.

Orders regarding the exemption of agriculturists from the payment of fees in Primary departments.

67. The Conference passed a resolution recommending that no fees should be levied from agriculturists attending the Primary departments, either of Vernacular or of Anglo-Vernacular schools. An amendment proposing that agriculturists, though exempted from fees in all Lower Primary departments, should be required to pay half rates in the Upper Primary department of Anglo-Vernacular schools was lost, though the opinion of the members was divided on the subject. His Honour prefers the rule embodied in the amendment, and has been pleased to order that agriculturists attending Primary departments shall be exempted from the payment of fees, except in the Upper Primary department of Anglo-Vernacular schools, where half rates shall be levied.

The question of the early publication of the results of the Middle School examination referred to the University

68. A resolution passed by the Conference with regard to the serious consequences that had ensued, owing to the delay that occurred in publishing the results of the Middle School examination, has been communicated to the University, with the expression of a hope that measures will be taken to ensure the early publication of the results of the Middle School examination on future occasions.

Departmental Conference and the subjects discussed at it.

69. The Departmental Conference met on the 4th May and continued its sittings until the 10th. It was attended by the Inspectors and Assistant Inspectors of Schools, the Principal of the Central Training College and myself.

70. The following matters with some others came under discussion :—

(1) Chapter IX of the Educational Code dealing with Board schools, except as regards rules for the internal management of these institutions which were considered by the General Conference.

(2) The award of certificates to candidates successful in the Upper Primary examination.

(3) Delay on the part of Municipal Committees in filling up vacant appointments and replying to references on the subject.

(4) Forms of Returns to be filled up by Managers of Schools and Inspectors at the time of the annual inspection.

(5) Vacations in Model schools attached to Normal schools.

(6) Entertainment of probationers for the post of District Inspector.

(7) Rules regarding training institutions and stipends tenable by the students.

(8) The rank and status of Assistant Inspectors and District Inspectors.

Orders on the subjects discussed at the Departmental Conference.

Chap. IX of the Code.

71. Chapter IX of the Code, which contains rules and regulations regarding the management of Board schools, has, as stated above, been published for general information.

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Certificates for Upper Primary examination.

72. Government has agreed to the award of certificates to students successful in the Upper Primary examination; as some proof of having passed is required in the case of persons seeking admission to Patwárí's schools and those seeking staff grants in Indigenous schools, and in the case also of candidates for employment in frontier districts.

Delay in filling up appointments by Municipal Committees.

73. A circular in the Education Department has been addressed by Government to Deputy Commissioners, who have been requested to impress on Municipal Committees, the great inconvenience that often occurs in consequence of delay in filling up vacant appointments and in replying to references on the subject. Should this prove ineffectual, the propriety of framing definite rules, to be inserted in the Code, will be considered at the next Conference.

Vacations in Model schools.

74. A month's vacation has been sanctioned for Model schools attached to Normal schools. As the latter are closed for two months in the year, Model schools will be open for one month, during which Normal school students will not be available to act as teachers. During this period controlling officers have been authorized to attach one or more teachers of Normal schools to the Model school.

Probationers for District Inspectorships.

75. The Conference considered it a matter of great importance that a District Inspector should have an opportunity of learning his work before he is placed in charge of a District. It has been found also that in the case of temporary vacancies great difficulty is experienced in providing competent men to carry on the work of the District Inspector, and the consequences are often very detrimental to the cause of education. On these grounds it was proposed to make arrangements for the entertainment of two probationers one of whom should be a Hindú, and the other a Muhammadan. The probationers, when not otherwise employed, would be attached during the marching season to the camps of Inspectors or Assistant Inspectors; and during the hot and rainy seasons they would be required to accompany District Inspectors of ability and experience on their tours. In case of a temporary vacancy amongst District Inspectors, a probationer would be nominated to officiate; and probationers, when fully qualified, would be held to have a preferential claim to employment in case of a permanent vacancy amongst District Inspectors. Owing to the existing financial pressure, Government has been unable to entertain this proposal at present; and I have been instructed to bring the question forward again for future consideration.

Rules for training institutions.

76. A draft chapter on Normal schools was laid before the Conference. It was considered desirable to change the form in which this was drawn up. The rules, however, embodied in this document were discussed, and these, as amended by the Conference, have received the sanction of Government. The Principal of the Central Training College has kindly undertaken to write a draft chapter on Training Institutions including the College, and a separate section on stipends which will form a part of Chapter VII of the Code.

Rank of Assistant and District Inspectors.

77. A memorandum regarding the rank and status of Assistant and District Inspectors, which was laid before the Conference is now under the consideration of Government

Educational work of Tahsíldárs.

78. Tahsíldárs in some cases take great interest in educational matters more especially, when they are themselves well educated. In many instances, however, their educational duties are neglected; and they sometimes shew a total disregard of the orders issued by Government on the subject.

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Extracts from Inspectors, reports.

79. The following extracts are taken from the reports of Inspectors on controlling agencies :—

Lálá Piyáre Lál writes as follows :—

"*Delhi Circle.*—From the above statement of inspection work done during the year, it will be seen that all but a few unimportant schools in the Hissár district were thoroughly and carefully examined by the superior inspecting officers.

"Lálá Kanhaíyá Lál was not in a good state of health when he took up the inspection of schools in the Simla district in September 1886. His examination of the schools he inspected was thorough and careful.

"Bábú Nand Singh during the four months he remained in the Circle showed much activity and industry in his inspection. His reports, however, of the schools inspected by him were not quite satisfactory.

"The Tahsíldárs and Náib-Tahsíldárs have inspected the majority of the schools within their jurisdictions. The influence they possess over the agricultural population could do immense good to schools if they exercised it. The officers of this class who belong to the old school do not seem to take a real interest in education. Their visits to schools are generally made, when either the boys have not yet assembled or have been dismissed for the day.

"The Tahsíldárs and Náib-Tahsíldárs who deserve special mention are the following :—

Bábú Jugal Kishor	Firozpur	Gurgáon.
Pandit Mannú Lál	Palwal	Do.
„ Jánkí Náth	Ballabgarh... ...	Delhi.
Hakím Ahmad Husain... ...	Sonipat	Do.
Munshí Angan Lál	Sámpla	Rohtak.
Mahfúz 'Alí, Náib-Tahsíldár ...	Bhiwání	Hissár
Pandit Srí Krishn	Naráyan Garh ...	Umballa."

"*Jullundur Circle.*—The inspection of the schools in the Jullundur Circle has been most complete since its formation. Arrangements were made by which both myself and my assistant should be in each district at the same time, dividing the work between us and writing the report on each district at the close of its inspection. This plan has been most satisfactory as it keeps the Inspector and his assistant in complete touch and counsel with each other on the school affairs of each district.

"The Tahsíldárs and their Náibs in each district have, on the whole, shown a decided interest and intelligent activity in visiting the schools under their charge, with, but one exception—Munshí Chatar Singh of Ludhiána who has since retired."

Mr. Cope writes as follows :—

"*Lahore Circle.*—Very shortly after the close of the year Dr. Stulpnagel proceeded on furlough and I was appointed to act for him. Hence the writing of this report has fallen on me, though I had no connection with the Circle during any portion of the time with which it deals

"Bábú Hári Singh, the Senior Assistant Inspector, has held that post for the whole of the year. On April 1st, 1886, Muhammad Yúsuf 'Alí Khán was officiating as Junior Assistant Inspector, but on the 9th April 1886, Bábú Jai Gopál Singh was appointed in this Circle to officiate and took over charge of his duties from Muhammad Yúsuf 'Alí.

"Bábú Jai Gopál Singh was confirmed in his appointment on July 1st. The Assistant Inspectors, I know, gave full satisfaction to my predecessor who expressed a high opinion to me of their work and abilities.

"*Tahsíldárs.*— These officials have, on the whole, taken more interest in the schools in their districts than formerly, but there is still room in many cases for further improvement, and the Financial Commissioner's Circular No. 55 of 1883, is not followed as it should be. As, however, young men who have themselves been well-educated become Tahsíldárs we may hope to see these officials, as a class, take greater interest in matters educational than is shown at present."

Mr. Thompson writes as follows :—

Ráwalpindí Circle.—"Formerly I used to inspect all the Vernacular schools of some of the districts, while Bábú Pír Bakhsh went over other districts. Now the two Assistant Inspectors hold the annual examination

of the Vernacular schools of all the districts in the Circle between them, while I examine all the Anglo-Vernacular schools (Board and Aided) and make a cursory inspection of those Vernacular schools (with a more minute examination of the Middle departments), which fall in my way, or are within easy distance from my camp, when I am making my winter tour of the Anglo-Vernacular schools. During the summer I myself inspect the old District schools, which are now Municipal Board schools.

"The work of inspection performed during the year by both Assistant Inspectors, Lálá Thákar Dás and Bábú Pír Bakhsh, was most satisfactory and very thorough. In three out of the four districts inspected by each of them, every school was visited by them in its own school house. It was only in the last district inspected by each of them, that they had, on account of want of time, to call in some of the schools to convenient centres.

"All the District Inspectors, including the two newly appointed men, have given entire satisfaction in their work to all the officers, Deputy Commissioners, Assistant Inspectors and myself, with whom they have been connected during the year.

"The inspection work of schools by the tahsíl authorities may be said to be on the whole satisfactory for the year. There is still, however, apparently the same idea existing amongst Tahsíldárs and their assistants, that I have noticed in previous reports, *viz.*, that it is quite sufficient for them to visit those schools which come in their reach, when they are out on their own judicial or revenue duties; but that they are not bound, by the Financial Commissioner's orders on the subject of school inspection, to go a mile out of their road for the special purpose of seeing a school."

Muhammad Yúsuf 'Alí Khán writes as follows :—

Deráját Circle.—"I took over charge of this circle in July 1886. I commenced my inspection of the districts on the 30th September, and completed it on the 5th April. During this period, I inspected all the public schools of my Circle, which comprises the four districts of Dera Ism'aíl Khán, Dera Ghází Khán, Bannú and Muzaffargarh. The Middle schools and most of the Primary schools were inspected *in situ*. The Dera Ghází Khán Municipal Board school was visited twice during the year. Besides the public schools, I also examined a number of indigenous schools in the Muzaffargarh and the Dera Ghází Khán districts.

"The Tahsíldárs and their Náibs pay occasional visits to the schools within their jurisdiction, and are generally favorably disposed towards them. Muhammad 'Abdulla Khán, Tahsíldár of Leiah, Mír Muhammad Nizámí of Lakkí, Pandit Jánkí Náth of Jámpur and his assistant Lálá Mahesh Dás, deserve special mention for their interest in education.

CHAPTER III.

UNIVERSITY EDUCATION.

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The Punjab University.

80. The fifth convocation of the Punjab University was held on the 4th November 1886. On this occasion the honorary degree of Doctor of Oriental Learning was conferred on His Excellency the Viceroy, the Patron of the University, that of Doctor of Literature, on H. R. H. the Duke of Connaught, and ordinary degrees were conferred on students who had been successful in the higher examinations of the University. On the 30th March last, the honorary degree of Doctor of Oriental Learning was conferred on His Honour Sir Charles Aitchison, Lieutenant-Governor of the Punjab and Chancellor of the University. Meetings of the Senate were held on the 19th May, the 26th July, the 26th October, the 27th November 1886 and the 24th January and the 26th February 1887.

Resolution of Government on the affairs of the University.

81. In the report for 1885-86, it was stated that the internal affairs of the University had occupied much attention during the past year; and that a special enquiry had been made regarding the state of its finances. His Honour the Lieutenant-Governor had personally devoted a great amount of time and labour to a thorough and detailed examination of the whole question; and the result of his investigations had been set forth in three resolutions. In these resolutions the general financial condition of the University from an account's point of view was examined; the general principles were considered on which the University was founded, as regulating the application of the general funds, that is to say, funds which had been subscribed without any express direction by the donors as to the precise objects to which the money was to be devoted; a complete sketch was given of the history of the University movement from the very beginning; and the relations of the University to the Oriental College and School were reviewed. A fourth resolution in which the Lieutenant-Governor proposed to deal with the management of special trusts and endowments was to conclude His Honour's review of University affairs; but this could not be issued until the University should have replied to certain letters calling for detailed information on the subject.

Final resolution of Government reviewing the special trust funds.

82. Towards the close of the last financial year a report on the special trust funds was furnished to Government. The delay in its submission was due to the necessity of examining every entry of the accounts in connexion with each fund from the very beginning. A resolution, reviewing this report and setting forth the conclusions at which His Honour had arrived, was published last March in the *Government Gazette.*

Thirty-seven trusts in all.

83. The report dealt with thirty-seven special trusts. Of these, however, one was stated to have no real existence. One is a benefaction for the building of the Senate Hall, which was completed ten years ago, one is in the joint custody of the Director

of Public Instruction and the Accountant-General, who make over to the University the annual interest; and of the remaining thirty-four, twenty-four are secured and ten are unsecured endowments for readers and translators, scholarships and exhibitions, and medals and prizes. The unsecured endowments are of comparatively little importance. They depend to a great extent on annual donations, the donors being for the most part members of the Senate. Questions raised regarding some of them had been settled by the Senate, and it remained only to adjust certain items of account which would be dealt with by a special Committee recently appointed by the Senate.

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84. The important trusts are those that are permanently endowed. Regarding one of these the Senate is in correspondence with the founder; and the endowment will eventually be disposed of in accordance with the wishes he may express. The sums contributed from time to time for the remaining twenty-three endowments amount in all to Rs. 1,98,073, and have for the most part been invested in Government 4 per cent. paper. More than 75 per cent. of the above amount was contributed to the Punjab University College between 1870 and 1872, ten years before the Punjab University was created by Act XIX of 1882. By Section 3 of that Act, all the property held by the Punjab University College, became the property of the University, to be administered by it, subject to all existing trusts, as to the manner in which, and the purposes to which, the property was to be applied. From the 14th of October 1882, therefore, the above property vested in the University subject to the discharge of trusts.

The important trusts.

Trusts held by Punjab University College transferred to Punjab University.

85. By a resolution passed by the Senate of the Punjab University College, on 4th July 1870, the account of the interest of special donations was to be kept distinct and separate; this, however, was never carried into effect. Donations, whether for the general purposes of the University College or for special objects, were credited to the "funded account" as it was termed; and no distinct account was kept of the interest arising from each special donation. The investments formed one consolidated fund, consisting of Government paper and a balance in cash; and the interest of the money invested, together with all the other income of the University College, was credited to an account, known as the current account, from which was paid the entire expenditure, both on the general purposes of the University College and also on the objects provided for by special trusts.

Resolution regarding separate account of trusts never carried out.

This was the system in force in October 1882, when the Punjab University was constituted. Under this system of accounts it often inevitably happened that the balance to the credit of the current account was overdrawn, the money being advanced in such cases from the cash balance of the funded account; and also that the current account got the benefit of short expenditure for the purposes of the endowments, undrawn salaries and scholarships for broken periods and the like. Thus, it appears from a statement drawn up by the Accountant-General of the monthly receipts and expenditure of the funded and current accounts from January 1878 to April 1884, during which period this officer acted as Trustee to the University, that the current account was in debt to the funded account, for some part of every year, during the above period. The sum by which the current account was overdrawn was sometimes considerable, amounting in August 1879 to Rs. 4,667, in August 1881 to Rs. 5,722, in November 1882 to Rs. 6,266, in September 1883 to Rs. 6,850, and on the 1st March 1884 to Rs. 10,379. The sum of Rs. 10,379 due on the latter date was adjusted by the 9th of the following month.

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System in force in Punjab University College continued by University.

86. In April 1884, Mr. Rawlins, Accountant-General and late Trustée, made over to the Officiating Registrar the securities and the cash belonging to the current and the funded accounts, and the cash balance was brought to credit in the account of the University in the Bank of Bengal. A separate account should have been opened in the Bank for the cash balance belonging to the funded account. Had that been done, the cash balance in question would not have been made available, as in time past, to meet the requirements of the current account. No question, however, had been raised up to that time in regard to a system of accounts, which, though radically faulty in principle, was convenient in practice, and from which no great mischief could arise so long as the University remained solvent. The former practice of drawing occasionally on the funded account had, therefore, as was natural, been continued, and at the end of 1884, the current account was indebted to the funded account, as it had been on previous occasions, to the extent of more than Rs. 6,000. As explained in a former Resolution various sums had, in previous years, been debited to the current account, which should have been charged to the funded account, and the final adjustment of these items, which was eventually ordered by the Senate at a meeting held on 28th November 1885, would, if carried out in 1884, have shown a small balance to the credit of the current account at the end of that year.

Discovery of flaw in system and application of remedy.

87. When, however, in consequence of excessive expenditure from the current account in the Oriental College, the University fell into financial difficulties, and had to apply to Government for a loan of Rs 10,000 to meet pressing liabilities, a thorough investigation of the financial condition of the University was ordered. In the course of the controversies which ensued, and which were in some instances of a needlessly acrimonious character, the flaw in the system of accounts was immediately detected and a remedy applied.

New financial rules.

88. Under the new financial rules lately adopted by the Senate of the University, with the approval of His Honour the Lieutenant-Governor, this vicious system of accounts has been put a stop to. It is now required that a separate account shall be kept of each special trust, and the funded account cannot be drawn upon to accommodate the current account without special order of the Senate. With a view to adjust the accounts of past years, in accordance with the new rules, an examination has been made into the amount of income to which each of the endowments was entitled from the very commencement, and the amount expended on the object for which the trust was instituted. The result of this enquiry is given in the Report.

Large amount due to endowments before constitution of University.

89. The report shows that if an exact adjustment is to be carried out, considerable sums (probably about Rs. 24,000 in the aggregate) will have to be carried to the capital of some of the endowments, chiefly, as above explained, on account of the current account having benefited by short expenditure, undrawn salaries for broken periods, and so forth; and of this amount considerably more than Rs. 21,000 is due on account of transactions which took place before the constitution of the University was effected. His Honour considered it well that the facts had been thoroughly investigated. Whether it would be necessary that the Senate should hamper itself in its present administration by attempting to remedy the effects in the past of a vicious system of accounts, which had been in existence unquestioned for twelve years before the University was constituted, which it naturally adopted in the form in which it inherited it, and which it put right for the future as soon as the fault in principle was discovered, was a question on which the Lieutenant-Governor did not feel himself in a position to decide. The probabilities were

that it would have to do so. The Senate would, His Honour observed, no doubt do what was right and proper on receipt of the recommendations in each case of the Special Sub-Committee appointed by the Syndicate to report on this subject. For the present His Honour considered it a satisfaction to know that no possible confusion between the two accounts could in the future occur, if the financial rules framed under the University Act were observed.

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Adjustment of liabilities.
No confusion possible in future.

90. In perusing the report the Lieutenant-Governor was struck by the very indefinite nature of the conditions imposed by the founders of the various endowments. In no single case have the founders framed any formal deeds. In most cases the intentions of donors have to be gathered from correspondence. In some cases there are no documents at all. In nearly every case, while the object of the endowment is indicated in general terms, the Senate is left free to devise its own measures for giving effect to it. The details are thus very much at the discretion of the Senate. The Lieutenant-Governor suggested that it would be for the benefit of all concerned, if some rules were framed for each endowment, regulating for the time being its application and tenure in a manner consistent with the original intention of the various donors, so far as they are capable of being ascertained.

Rules for each endowment suggested by His Honour.

91. The table on the opposite page shows the results of the University examinations for the year so far as they are at present known.

University examinations.

92. It has been found necessary to re-examine the candidates who presented themselves at Lahore and Amritsar for the last Entrance and Intermediate examinations and gained pass marks; as it was found that copies of the papers had been obtained by some of the candidates before the examination took place. The results of the second examinations have not yet been published.

Re-examination by Entrance and Intermediate standards.

93. The number of candidates for the Calcutta Entrance examination has risen from 46 to 56; and of these 36 were successful against 20 in the previous year. Of those who passed 8 were Europeans and 7 Native Christians, and of the latter one was a girl.

Calcutta Entrance examination.

94. For the First Arts Examination of the Calcutta University there were 4 candidates; two of whom, one a Hindú and the other a European, were successful.

Calcutta First Arts examination.

In the previous year there were two candidates, who both failed.

95. For the Entrance Examination of the Punjab University on the Arts side, there were 928 candidates, and for the Intermediate examination 202, against 794 who presented themselves for the former, and 149 who went up for the latter in the previous year. On the Oriental side, there were 48 candidates for the Entrance and 11 for the Intermediate examination; the corresponding numbers in the previous year being 43 and 16. The final results, as already stated, are not yet known; but it is certain that they will show a considerable reduction in the proportion of successful candidates.

Candidates for Entrance and Intermediate examinations of Punjab University.

96. For the B. A. examination there were 40 candidates and 24 passes against 35 candidates and 15 passes in the previous year. For the M. A. examination there were 5 candidates who all failed, against 4 in the previous year, of whom 2 were successful. For the B. O. L. examination there were two candidates, of whom one passed, and for the M. O. L. examination none presented themselves. In the previous year two students went up and passed the B. O. L. examination and one failed in the M. O. L.

B. A. and M. A. examinations.

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UNIVERSITY EXAMINATIONS, 1886-87.

Examinations.		Government Institutions.	Oriental College and Law School.	Other Provincial Institutions.	Extra Provincial Institutions.	Private Students.	Total.
Calcutta Entrance	Institutions ...	...	...	14	...	1	15
	Candidates ...	...	...	52	...	4	56
	Passes ...	...	...	34	...	2	36
Calcutta First Arts	Institutions ...	1	1	1	...	...	3
	Candidates ...	1	2	1	...	...	4
	Passes ...	...	1	1	...	...	2
Punjab B.A.	Institutions ...	1	...	1	...	...	2
	Candidates ...	20	...	8	...	12	40
	Passes ...	14	...	6	...	4	24
Punjab M.A.	Institutions ...	1	...	...	...	...	1
	Candidates ...	2	...	...	...	3	5
	Passes ...	...	...	...	...	...	...
Punjab B.O.L.	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	1	...	...	1	2
	Passes ...	...	1	...	...	...	1
Proficiency in Sanskrit (Prágya)	Institutions ...	...	1	8	11	...	20
	Candidates ...	...	8	21	26	2	57
	Passes ...	...	8	9	15	2	34
High Proficiency in Sanskrit (Vishárad).	Institutions ..	...	1	1	3	...	5
	Candidates ...	...	11	1	6	3	21
	Passes ...	...	8	1	4	3	16
Honours in Sanskrit (Shástrí) ...	Institutions ...	...	1	...	1	...	2
	Candidates ...	...	1	..	1	1	3
	Passes ...	...	1	...	1	...	2
Proficiency in Arabic (Maulaví)	Institutions ...	...	1	...	4	...	5
	Candidates ...	...	5	...	18	1	24
	Passes ...	...	4	..	2	1	7
High Proficiency in Arabic (Maulaví 'Alim).	Institutions ...	...	1	1	2	...	4
	Candidates ...	...	5	1	3	1	10
	Passes ...	...	3	1	3	...	7
Honours in Arabic (Maulaví Fázil)	Institutions ...	...	1	...	1	...	2
	Candidates ...	...	2	...	1	...	3
	Passes ...	...	1	...	...	..	1
Proficiency in Persian (Munshí) ...	Institutions ...	...	1	...	9	...	10
	Candidates ...	...	6	...	30	6	42
	Passes ...	...	1	...	8	1	10
High Proficiency in Persian (Munshí 'Alim).	Institutions ...	...	1	1	4	...	6
	Candidates ...	...	5	1	11	2	19
	Passes ...	...	5	...	6	1	12
Honours in Persian (Munshí Fázil).	Institutions ...	...	1	...	3	...	4
	Candidates ...	...	3	..	3	3	9
	Passes ...	...	3	...	1	2	6
Civil Engineering (First Examination).	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	2	...	...	3	5
	Passes ...	...	2	...	...	...	2
Law (Preliminary Examination)	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	18	...	...	5	23
	Passes ..	...	9	...	...	2	11
Law (First Examination) ...	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	8	...	..	2	10
	Passes ...	...	6	...	...	1	7
Law (Final Examination) ...	Institutions ...	...	1	...	...	...	1
	Candidates ...	...	12	...	...	85	97
	Passes ...	..	4	..	...	31	35
Medicine (First Examination) ...	Institutions ...	1	...	...	...	...	1
	Candidates ...	16	...	...	...	...	16
	Passes ...	8	...	...	...	...	8
Medicine (Final Examination) ...	Institutions ...	1	...	...	...	...	1
	Candidates ...	20	...	...	...	...	20
	Passes ...	15	...	...	...	...	15

NOTE.—Municipal Board (formerly styled District) schools are included under the head of "other Provincial Institutions" in this return. The results of the Entrance and Intermediate examinations of the Punjab University are not given, as these have not yet been published by the University.

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Oriental Titles examinations.

97. For the Oriental Titles examinations 188 candidates presented themselves, of whom 95 were successful, against 182 candidates of whom 103 were successful in the previous year. 99 candidates were from extra Provincial Institutions, and of these 40 passed, against 62 candidates of whom 34 were successful in the previous year.

Professional examinations.

98. For the Professional examinations 163 candidates presented themselves, of whom 78 were successful, against 207 candidates and 73 passes in 1885-86. Subsequently to the publication of the results, it was found that there had been foul play in the Law examinations; and the certificates for the final examination have been so far withheld.

Fluctuation of standards.

99. In his reports for 1883-84 and 1884-85 Mr. Ibbetson referred to the fluctuating character of the standards of examination of the Punjab University. In the review on the report of the latter year the Lieutenant-Governor recorded his conviction of the absolute necessity of a uniform standard, if the credit of the University examinations was to be maintained; and the Director was ordered to bring the matter to the notice of the Senate. This was done accordingly, and in my last report it was stated, that the question of taking measures to ensure fixity of standard and otherwise improve the arrangements for the conduct of the University examinations had been considered by a Sub-Committee, who had submitted their report to the Syndicate. As their recommendations included changes of a radical nature and were submitted at a time when many influential members were absent from Lahore, the Syndicate determined to postpone the consideration of the report till the early part of the cold season.

Report of Sub-Committee.

Recommendations approved, but not carried out.

100. The report was discussed in due course. An entire change of system had been advocated with regard to the office of Registrar. The principle involved in this proposal was approved; but it was decided not to carry it into effect immediately. The other proposals were accepted by the Syndicate with some modifications; and the most important of them were sanctioned by the Senate; but unfortunately they were not carried out at the recent examinations.

No conclusion can be drawn from results of examinations as at present conducted.

101. Until some uniformity of standard can be attained, it is impossible to draw any certain conclusion from a comparison of the proportion of candidates successful in the examinations in any two years, even when the difference is most striking.

Lahore Government College.

Lahore Government College.

College Staff.

102. The report on the Lahore Government College is printed as Appendix A. On the 5th April Dr. Leitner obtained privilege leave and made over charge of the College to Dr. Stulpnagel, who was relieved on the 3rd May by Mr. Lewis. Dr. Leitner subsequently retired from the service; and Mr. Lewis has been confirmed in the office of Principal. Mr. Robertson, who was selected by the Secretary of State for the Chair of English Literature, joined the College in February last, and relieved Mr. Cope who was officiating. Bábú Sashí Bhúshan Mukarjí has officiated in a graded appointment throughout the year. There have been various changes amongst the staff of Assistant Professors, which has been considerably strengthened. Two more full Professors are, however, urgently required.

Number of students.

Students without scholarships.

103. The number of matriculated students on the rolls at the close of the year was 248, the same as at the end of the previous year. There was a substantial increase in the average number on the rolls and the average attendance. The number of students who draw no scholarships or stipends of any kind, which rose during 1885-86 from 78 to 139, has now risen to 170.

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Failures in Intermediate examination.

104. For the Intermediate examination 115* candidates presented themselves. Of these 87 failed, and 28 who gained pass marks will be re-examined. At the previous examination there were 92 candidates, of whom 40 passed. Of the 87 who were unsuccessful in the last examination no less than 74 failed in mathematics.

B. A. examination.

105. For the B. A. examination there were 20 candidates, of whom 14 passed. At the previous examination 12 passed out of 26. One candidate out of five was successful in the A or easier course of mathematics, and one went up and passed in the B or more extended course; the papers set for which were, I understand, less difficult at the recent examination than those set for the A course.

M. A. examination.

106. For the M. A. examination there were two candidates, one of whom took up Science and the other Mathematics, and both were unsuccessful. For the previous M. A. examination there were four candidates of whom two passed.

Cause of failures.

107. These figures would seem, at first sight, to show on the whole a great falling off in the second year class, a decided improvement in the fourth year class, and a deterioration in the M. A. class, but owing to the uncertainty of the standard it is impossible to draw any such conclusion. In the case of the Intermediate examination it appears that the recent failure is due without doubt to the nature of the examination in mathematics.

Standards in mathematics.

108. The most remarkable and the most unsatisfactory feature in these examinations is the comparatively small number of candidates who have been successful in mathematics. In the Intermediate examination this subject is compulsory; for the B. A. examination it is optional; and it will be seen that very few students take it up. Formerly, the standard was approximately the same as in Calcutta; but it has been recently very much raised more especially as regards the B. A. examination, where the range of subjects is now wider, and the proportion of marks required to secure a pass is higher than in other Indian Universities. This is due, I believe, in a great measure to the influence of Mr. Lewis, who was actuated by a laudable desire to bring the students up to a high standard. I have always doubted the expediency of the change, and experience has now shown, that it was premature.

Intermediate examination in mathematics.

109. The unusually large proportion of failures in the Intermediate examination was due, no doubt, as stated above, to the nature of the examination. One of the Assistant Professors who taught this subject told me that the papers were longer than usual, though he did not consider the questions more difficult. Perhaps there may have been a difference also in the method of marking. It may be observed that Mr. Lewis himself was the examiner in mathematics by the Intermediate standard. Whether the present standard, if strictly interpreted, is or is not too difficult, is a matter that requires careful consideration. However this may be, I believe that Mr. Lewis is right in thinking that two causes have contributed to lower the attainments of the students of the Intermediate classes: one is the laxity of some of the former examiners, which seems to have induced the belief amongst the students, that no great effort is required to pass; and the other is the want of solid grounding in the schools, which is, as I shall show when treating of Secondary education, the inevitable result of the system on which the Entrance examination is at present conducted.

Bad grounding in schools caused by Entrance examination.

How to insure fixty of standard.

110. As regards the standards in mathematics, and perhaps in some other subjects, I am inclined to think that the best plan now

* There were 116 candidates but one was absent.

would be to assimilate the courses as closely as possible to those of some other Indian University. If this suggestion is not approved, model papers suited to each standard might be drawn up by a special committee.

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It would then be easy, if the recommendations of the committee already referred to, which have been accepted by the University, were carefully observed, to insure fixity of standard; and any changes that experience might show to be desirable could be gradually introduced hereafter.

111. The expenditure on the Government College amounted to Rs. 47,440, which is less by Rs. 4,569 than that of the previous year. The expenditure on scholarships was Rs. 12,341, which shows a reduction of Rs. 3,137, effected chiefly in the amount spent by Government and by the University.

Expenditure on College

112. Under the rules formerly in force the number of Government scholarships annually awarded depended on the number of candidates successful in the examinations, and showed a tendency to increase very rapidly. It was determined accordingly to reduce the expenditure and to fix it for the future at Rs. 9,000 per annum. The number of scholarships tenable in Government and Aided Colleges was fixed at the same time. It was ruled also that scholarships that lapse or are not taken up should not be re-awarded; but when fixing the number of scholarships to be annually awarded, no allowance was made for the savings that might be expected to accrue from scholarships that had lapsed. The Principal of the Lahore College urges that lapsed scholarships should be re-awarded, so that the total amount that Government is willing to expend on scholarships may be utilised. This would involve, however, the abandonment of a principle on which the Punjab Government has somewhat strongly insisted; and it is evident that the same object might be attained by fixing the number of scholarships that are offered for annual competition with due regard to the estimated savings from lapsed scholarships. Mr. Lewis is under the impression that the savings on this account have been considerable. This, however, is a mistake. The expenditure last year amounted to Rs. 8,623, and the savings to Rs. 377, which would admit of the award of one additional scholarship annually.

Government assignment for the award of College scholarships

113. The rules for the award of University scholarships have recently been assimilated to those laid down by Government, *i.e.*, the number of scholarships has been definitely fixed; and those which lapse cannot be re-awarded. In this case, however, allowance has been made for savings from lapsed scholarships in fixing the number to be annually awarded, with the express view of utilising the whole of the assignment that the University was prepared to make for this object.

Rules for the award of University scholarships

Mr. Lewis seems to have lost sight of this fact, since he assumes that the new rules are calculated to cause a reduction of University expenditure on scholarships. They had not come into force when last year's scholarships were awarded, but there is no reason why the whole of the University assignment should not be utilised under the new rules, when they are in full operation. If it is found that savings accrue, the number of scholarships thrown open to competition can be increased It is true that the assignment for Arts scholarships has been gradually reduced for many years past, and that His Honour the Lieutenant-Governor in March 1886 expressed his opinion* that the expenditure on this account was wholly inadequate to the requirements of the

Inadequacy of University assignment for Arts scholarships.

* Resolution No. 27 of 15th March 1886, para 13.

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University and stood in remarkable contrast to the expenditure under other heads. This, however, does not affect the *principle of* the rules. The number of scholarships was fixed, of course, with reference to the assignment actually available, which amounted to Rs. 5,400 on account of scholarships to be awarded on the results of the Entrance, the Intermediate, and the Degree examinations on both the Arts and the Oriental side.

Liberality of the Amritsar Municipality.

114. The Municipality of Amritsar has shown commendable liberality in the award of scholarships having contributed no less than Rs. 2,488 out of Rs. 3,444, the total amount expended by Municipalities on scholarships held in the Lahore Government College. It is worthy of note that this falls little short of the expenditure incurred on this account by the University which amounted to Rs. 2,957. These so-called scholarships fall, however, in most, if not in all, cases under the head of stipends as defined in the Code; and it will be necessary, under recent orders of Government, that future awards shall be made in conformity with the rules prescribed for scholarships (*vide* para. 66.)

Fees in the Government College.

115. The fees realised during the year amounted to Rs. 9,253, against Rs. 6,212 paid in 1885-86. The increase is due partly to greater strictness in collecting the fees, and partly to the enhanced rates fixed by Government. These rates will be increased annually till 1890-91 when they will be double those in force during the past year.

Boarding house attached to the Government College.

116. The boarding houses at present attached to the College are unsuitable; and it is very much to be hoped that it may be found possible to provide a proper building for the purpose. Even in the existing buildings, however, there is room for great improvement. No proper supervision was exercised during the time of Mr. Lewis' predecessor; and it does not appear that any reforms have as yet been introduced, nor have the provisions of the Code, as laid down in the chapter on boarding houses, been carried into effect. These questions form the subject of a separate correspondence.

St. Stephen's College, Delhi.

St. Stephen's Mission College, Delhi.

117. I have been favoured by Mr. Allnutt, the Principal of St. Stephen's College, Delhi, with a report on that institution, which has been printed as Appendix B.

The College contained 55 students at the end of the year. It supplied 24 candidates for the Intermediate examination, of whom eight were successful and eight for the B. A. examination, of whom six were successful. In the previous year nine students passed the former and one the latter examination.

Purchase of building for St. Stephen's College.

118. Arrangements have been made by the Cambridge Mission at Delhi, to purchase the civil hospital at a cost of Rs. 35,000 with the view of providing suitable accommodation for the College. A grant of Rs. 6,000 has been sanctioned by Government. The delay of the Municipality, however, to begin the construction of the new hospital renders it doubtful when the present building will be available for the College.

Expenditure on St. Stephen's College.

119. The expenditure on the College amounted to Rs. 16,972, against Rs. 15,425 in the previous year. The sum of Rs. 3,936 was spent on scholarships. Fees amounted to Rs. 2,535 being Rs. 637 in excess of the sum realised in 1885-86.

Lahore Mission College.

Mission College, Lahore.

120. During the year under report College classes were opened in Lahore by the American Presbyterian Mission, and a grant-in-aid of Rs. 300 per mensem has been sanctioned with effect

from the 1st April last. The present accommodation is insufficient; but a College building will be erected by the Mission. Government has given an excellent site in a central position and has sanctioned a building grant of Rs. 20,000.

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Logic and Political Economy are taught by the Rev. Dr. C. W. Forman, English by the Rev. H. C. Velte, who has been specially appointed by the Society to carry on College work at Lahore. Dr. Orbison, M.D., has arrived from New York to take up the Professorship of Science. Pending his arrival, Dr. Caleb, of the Lahore Medical College, lectured two hours a week and was assisted by a native graduate. Gratuitous instruction in mathematics has been given for an hour daily by Mr. Chattarjí, B.A., Camb., Assistant Professor, Lahore Government College, as a temporary arrangement; history is taught by the Rev. H. Golak Náth who has been educated in America.

121. With regard to the prospects of the new College, and a proposal to set on foot College classes at Amritsar, the Inspector writes as follows:—

Prospects of Mission College and proposed classes at Amritsar.

"The opening of the Mission College in the new building I look forward to with great pleasure, for there is no doubt that University education is becoming so popular that more Colleges teaching, at least up to the F.A., are needed. The Government College is not a building suited to larger classes than are at present attending the lectures in that institution, nor is the staff sufficiently strong to admit of further sub-division into sections. Hence it is very desirable that other establishments should be opened to relieve the pressure which may be felt there."

"Mr. Carne, the Head Master of the Board school, Amritsar, in his annual report, expresses an earnest desire that a College department, to teach up to the F.A. should be started in connection with his school. The people of Amritsar take a great interest in education, and are, as a community, very wealthy, and if they like to come forward with the requisite funds I think such a College department would be a boon."

Oriental College, Lahore.

122. During the year the Oriental College remained under the charge of Mr. Lewis, the Principal of the Government College, as the Committee of Management were unable to secure the services of an Oriental Scholar whom they considered qualified to hold independent charge of the institution on the salary that was available. The Senate, however, desired that an Oriental Scholar should be appointed as Principal when this should be found practicable.

The Oriental College, Lahore. Post of Principal.

123. The Sub-Committee referred to above in para. 99 recommended that a Registrar should be appointed who could devote his whole time to the duties of his office, and this principle was approved by the University, though it was not acted on at the time. The appointment of Registrar having become vacant since the close of the year, it has been determined to amalgamate the two appointments and to nominate an Oriental Scholar to the joint offices of Registrar of the University and Principal of the Oriental College. His duties as Principal will consist mainly in directing the studies of the scholars; and he will, I understand, be expected to give occasional lectures, but not to take part in the work of daily instruction. Dr. Thibaut, a member of the Educational Department in the North-Western Provinces, and a distinguished Sanskrit scholar has been nominated to the post for one year. During that period he will be on furlough. It is, I fear, hardly to be expected that he will be prepared to renew the engagement on the expiration of his furlough, as this would involve the loss of his previous service for pension.

Amalgamation of Registrarship and Principalship, Oriental College.

124. According to the rules laid down by the Senate the report on the Oriental College is due in July. Mr. Lewis resigned

Report on Oriental College.

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charge of the College on the 20th June 1887, before the report was completed; and I have received no report on the working of the Institution during the past year.

Proposals of Mr. Lewis.

125. At the request of the Oriental College Committee, Mr. Lewis, during the course of the year, drew up proposals for the reorganisation of the teaching staff, which were approved by the Oriental College Committee and the Syndicate. They were also laid before the Senate, who requested that such as required the specific sanction of the Senate might be separately submitted. The new arrangements, which it was determined to introduce gradually, have, I believe, been carried out to a considerable extent.

Proposals involving adoption of uniform system of terminology.

126. Mr. Lewis' proposals involved the amalgamation of the double set of classes hitherto maintained for instruction in history, geography, mathematics, &c., and the adoption of a uniform system of terminology. The following extracts are taken from his remarks on the subject:—

"With three teachers this Department of the College (*i.e.*, the General Knowledge Department) would be well manned, at the rate of one teacher to each subject, unless it is deemed necessary to keep up a separate staff of teachers for each of the two sides, after taking the number of students on each side into consideration. Of the present teachers three are supposed to be attached to the Urdú side, and two to the Hindí side. But all the students on the Hindí side are capable of receiving instruction through the medium of English, and are so taught, a few explanations only being given to them from time to time in their vernacular. Further, two of the students on the Hindí side are Muhammadans! This being the case, it seems to me that the classes might very well be amalgamated without the slightest disadvantage to the students, and at a considerable saving. The task of the College, on the Degree side, is to give instruction through the medium of the vernaculars, and not through the medium of English. Further, if the lectures are to be all delivered in the vernacular of the students, it cannot be that separate lectures in history are required for students reading the same courses, and who are able to talk together on any common topic, when they meet outside the College class-room. In other subjects it is stated that there is an obstacle to amalgamation in the fact that the Urdú and Hindí technical terms are not the same. But all the students are able to attend the lectures on science together in the Oriental College, as they do in all subjects in the Medical College. Where differences in technical terms exist in other of the higher branches of Western education, they arise, I understand, from a recent mistaken policy and misapplied ingenuity, of which the object appears to have been to keep the classes distinct; and also from a curious sentiment that every student should only use technical terms derived from the same classical language as his own vernacular. To me it seems in the highest degree pernicious, and a drag upon the educational progress of the people, to erect a barrier in the College between different classes of students where no such barrier exists, naturally or socially, to ordinary intercourse, or to zealous co-operation in any common work in life. Everywhere those whom we distinguish as Urdú and Hindí are found side by side in the same office, they work together on the same Municipal and District Committees, they talk together about public and private business of all kinds, without having had to learn each the language of the other as a foreign tongue. Yet we attempt to make them acquire knowledge in channels so different, that it will be impossible for them to converse together on what they have studied. Quite apart from the question of economy and simplicity of arrangement in College work, I can imagine nothing more fatuous than a course like this. And I would, therefore, urge that in the College Department, the Urdú and Hindí classes reading for degrees should be amalgamated. * * * An arbitrary attempt from outside to dictate different sets of technical terms with different derivations for the various classes of students is, however, much to be deprecated. As a former Lieutenant-Governor of Bengal said in his address at Birmingham, this year as President of the Anthropological Section of the British Association:—'Language tests of race are to be found in the few simple elementary words and forms which any observer can easily master and examine, and not in the higher developments

of the language, which are generally much intermixed with and influenced by foreign elements.' As a matter of fact, the English technical terms are now largely used in the Oriental College, the vernacular terms being learnt, but not generally used. The classes have been driven to this, partly because the examinations are conducted by outsiders, who frequently use the English terms. If this is the natural tendency, it must be considered unadvisable to interfere with it; while if it be allowed to manifest itself, the necessity for having separate Urdú and Hindí Colleges on the General Knowledge side disappears. What we really want to discover and use are not different sets of technical terms to suit different sections of the community, which seems to have been the object hitherto kept in view, but *one* set of terms that shall be universally acceptable."

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127. I have already mentioned in para. 58 the proposals of the General Educational Conference with regard to the introduction in Vernacular teaching of the technical terms used in English, and the determination of Government to consult the University on the subject. My own views on this question were recorded in the last annual report (para. 111).

Proposal of Educational Conference to adopt technical terms used in English.

128. In my last report I remarked that the utility of the College would, in my opinion, be much increased, if it were brought into relation with the advanced Indigenous schools of the Province, and made to draw its students mainly from those institutions, and I indicated briefly the manner in which this might be effected. His Honour the Lieutenant-Governor considered these proposals worthy of consideration. Mr. Lewis has made suggestions of a similar character; but they have not as yet been reduced to a definite form.

Proposal to bring College into relation with Indigenous schools.

129. The College department contained at the close of the year 122 students, and the School department 115 against 144 who attended the former, and 114 who were borne on the rolls of the latter at the end of the previous year. Of the students in the College department 52 were Hindús, 3 were Sikhs and 67 Muhammadans. According to the returns 78 of the College students are learning a classical language, *i.e.*, Arabic or Sanskrit, and the remainder are, I presume, reading Persian. Many, I believe, attend the Oriental College, simply because they cannot afford to pay the fees levied in Arts Colleges. They are thus enabled to receive a general education through the medium of the Vernacular, learning English in the Government College, for which no further fee is demanded.*

Statistics of Oriental College.

130. From the Oriental College and School there were, on the Oriental side, 15 candidates for the Entrance and 9 for the Intermediate examinations. The results are not yet known. In the previous year there were 14 candidates for the former, of whom 4 were successful, and 12 for the latter, of whom 10 were successful. At the B. O. L. examination one candidate appeared and passed against 2 who passed in the previous year. For the M. O. L. examination there were no candidates; and in 1885-86 there was one only who failed.

Results of examinations, Oriental side.

131. On the Arts' side there were 8 candidates for the Entrance and 16 for the Intermediate examinations against 1 for the former and 6 for the latter in the previous year. The increasing number of candidates who go up for the Arts examination is remarkable.

Examinations, Arts side.

132. For the Oriental Titles examination there were 46 candidates, of whom 34 were successful against 52, of whom 32 were successful in the previous year.

Oriental Titles examination.

* The number of such students is not known. They are not mentioned in the report on the Government College, and they do not appear in the returns of the Oriental College as reading English, as they learn this subject in the Government College.

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Of the successful candidates 17 passed in Sanskrit one by the higher, 8 by the middle, and 8 by the lower standard; 8 in Arabic, one by the higher, 3 by the middle, and 4 by the lower standard; and 9 in Persian, 3 by the higher, 5 by the middle, and one by the lower standard.

Middle School examinations and Engineering.

133. There were also 5 candidates for the Middle School examination in English, of whom 3 passed, and 15 for the Middle School examination in the Vernacular of whom 4 were successful. Two students went up for the first examination in engineering and were successful.

Sir Charles Aitchison's warning against pseudo science of Oriental College.

134. Before leaving the Province, Sir Charles Aitchison, the late Chancellor of the University, took occasion at the Convocation, when the honorary degree of D. O. L. was conferred on him to utter a final warning against the pseudo science that had so long formed a part of the curriculum of the Oriental College. Notwithstanding the reforms that have been effected, the evil in question has not been as yet, if I am rightly informed, by any means eradicated. His Honour expressed himself in the following terms :—

"And this brings me to a subject on which, before I yield up the office of Chancellor, I feel it my duty once again to speak out with no ambiguous utterance. I refer to the systems of physical science and of Yúnání and Vaidic Medicine as taught in the Oriental College. Much of what passes there for science is a cosmogony known to be false; the Oriental systems of medicine also, though they possess a useful pharmacy, are based on conceptions of the structure and functions of the human body which are demonstrably untrue. It has always seemed to me, as I have already said elsewhere, that the teaching of these systems, as pursued in the Punjab University College, was a violation of the conditions on which that College was allowed by Government to be established, *viz.*, 'that the teaching which is to be afforded through the medium of the Vernacular languages shall be free from the patent errors which prevail in ancient and even in modern Vernacular literary and scientific works.' But that the University itself should continue the same course, and, under its auspices, permit that to be taught in its College as truth which every boy in our Primary schools knows to be false is, to my thinking at least, nothing short of treason to the academic spirit. By all means let these subjects be studied as other matters of historical and antiquarian interest are studied. They represent interesting stages in the development of human knowledge which it is always useful to know. So do alchemy and astrology and magic. But they are not truth. Like the philology of the Pundits to which I have already referred, they are founded in error which the methods of investigation adopted by them perpetuate, and can never detect and correct. They are and must ever remain barren and unfruitful or fruitful only in error. Hindú medicine, for instance, claims thousands of years as its life. What has it then contributed to the progress of man? What advance has it made in the discovery of truth? Through all those ages it has scarcely added a single new fact to the sum of human knowledge. It classifies diseases by purely accidental symptoms, such as whether they are accompanied with much pain, whether they are accompanied with local swelling or with mere general swelling, and so forth. As a consequence, it inculcates dangerous principles in the treatment of disease; for the laws of nature work mechanically and make no allowance for mistakes. Its general movement has been retrograde, away from the light of inquiry and research to the blind acceptance of authority, till it has mixed quackery and superstition with such truth as it possesses, and till charms and incantations, as in the system of Bhutaredya, take the place of diagnosis and scientific prescriptions. With the Greek or Arabian system it is just the same. During all the centuries the Arabians were in possession of the results and the principles of Greek science, they made hardly any progress. They enlarged the pharmacopœia no doubt, but they made no advance in anatomy and physiology. They also made some astronomical discoveries, and have in this and other departments of science left marks upon the languages of Europe; they improved a little upon Greek arithmetic and trignometry; and they introduced from India into Europe the present system of numerical notation. But they opened up no living spring

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of truth ; they left no key which could unlock the treasurehouse of nature. The Abassides of Baghdád alike with the Ommiads of Cordona, the wise men of the East and the learned men of the West, Alkandi and Abuazan Hali, Avicenna and Averroes, were followers of the Greek systems, commentators upon Aristotle, Hippocrates and Galen, and little more. From Archimedes to Galileo, from Ptolemy to Copernicus, from Galen to Vesslius and Harvey, the ancient methods led to no 'general discoveries' as Lewes calls them. Nay more, with the Arabians as with the Hindús, the movements of science became retrograde. Astronomy degenerated into astrology, chemistry into alchemy, arithmetic into the science of cabalistic numbers, and the search for the philosopher's stone and the *elixir vitae* took the place of the search for truth. To teach such systems and methods now is deliberately to prefer the darkness and ignorance of the middle ages to the light of science and truth. Nature will not reveal her secrets to false inquirers. She will disclose her boundless treasures to none who do not search in the right way, who do not go ever on, 'searching what we know not by what we know; still closing up truth to truth as we find it.' A science that is stationary and unprogressive stands in its methods self-condemned."

Lahore Medical College and School.

Medical College and School, Lahore.

135. The power of conferring the degrees of Bachelor and Doctor of Medicine has been conferred on the Punjab University, and a College department has been constituted in connexion with with the Medical school.

At the close of the year the College department contained 68 students and the School department 143, making 211 students in all, an increase of 28 since the previous year. The expenditure on the College department was Rs. 57,197 and on the School department Rs. 9,900; and the average cost of educating each pupil was Rs. 783-8-4 in the College department and Rs. 64-11-3 in the School. The College now contains 3 female students and the School 16.

Principal's report.

136. The Principal has supplied me with the following report on the working of the institution during the year:—

"During the past year considerable alterations have been made in this institution. The name has been changed from the Lahore Medical School to that of the Lahore Medical College and School, and arrangements have been made to teach the students up to the standard of Bachelor and Doctor of Medicine, as the Supreme Government have now granted the power to give these degrees to the Punjab University to which the College is affiliated. To enable it to do this two additional Professors have been appointed to the College, Dr. Charles as Professor of Anatomy and Comparative Anatomy, and Dr. Caleb as Professor of Physiology and Pathology, and the Sanitary Commissioner has undertaken to deliver a course of lectures on Hygiene.

"The prospectus of the College has been revised and the scholarships held in it have been raised to equal those given in the Government College for students who have passed the same standard at the University, and additional scholarships have been granted for female students. Further it has been determined to take fees from all the students that enter the College after 1886.

"It has also been resolved to admit in future into the Government classes of the school only those students who have passed the Middle School examination in English.

"The students who are taught in the English class are now considered to be in the Medical College, while those who are in the Hindustáni class are included in the Medical school.

"*Medical College.*—Twenty-two new students were admitted, all of whom had passed the Entrance or Intermediate examination in Arts, four subsequently left, eight received scholarships and 10 studied without any stipend.

"Fourteen students went up for the final examination, but only seven succeeded in passing in all subjects.

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"The number that has passed from the commencement of the Institution amounts to 126 Licentiates in Medicine.

"*Medical School.*—There were no less than 310 candidates for 35 scholarships, and 89 of the candidates had passed the Middle School examination in English, hence it was agreed that this examination should be compulsory in future.

"At the final examination 35 students were examined and 32 passed, making 435 Hospital Assistants who had passed from the commencement of the school.

"*Female students.*—There are now 3 female students in the Medical College and 16 in the Medical School, 5 of whom receive scholarships from the Countess of Dufferin's Fund. The senior students in the Medical school receive lectures and clinical instruction in the Female Hospital from Dr. E. Bielby, besides being taught by the teachers of the school.

"*Museum.*—A grant of Rs. 5,000 was made for the Physiological and Comparative Anatomy Museum last year, and a number of specimens obtained from England, others have been prepared by the Professor, Dr. Charles, and his assistant.

"*Finances.*—The salaries of the two additional Professors and the grant for Physiological apparatus have caused a considerable increase in the expenditure of this year which amounted to Rs. 1,01,559-14-7* of which Rs. 88,785 were given by Government, and Rs. 12,774 from other sources.

The cost of each of the 226 students on the rolls was, therefore, Rs. 449-6-0 being Rs. 59 more than in the previous year. But as 39 students passed their final examination the cost of each one was Rs. 2,604 or rather more than five times the annual cost of each student. Many students, however. fail or leave the institution without passing the final examination.

* This includes expenditure on scholarships, furniture and apparatus, which is shown under the head of indirect expenditure in the returns prescribed by the Government of India.—D. P. I.

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A—SECONDARY SCHOOLS.

Number of Secondary schools and scholars

137. There were at the close of the year 229 schools for the Secondary education of native boys, containing 43,432 scholars. The number of schools has increased by 11 and the number of scholars by 270.* There were 187 Government and Board schools with 34,520 scholars, being an increase of two schools and 60 scholars, and 29 Aided schools, containing 7,400 scholars. The returns of last year show 30 Aided schools, with 8,145 scholars; but a section of the Jullundur Board High school, maintained on the grant-in-aid system, was then shown as a separate school; whereas the whole institution is now treated as a Board school. The number of Unaided schools shown in the returns, has risen from 2 to 12, and the number of scholars from 443 to 1,397. The following table shows the distribution of schools and scholars at the close of the year :—

Class of Schools	No of schools	Number of Scholars				
		In High stage	In Middle stage	In Upper Primary stage	In Lower Primary stage	Total.
Departmental ..	1		63	82	57	202
Under other departments	3		109	245	478	832
District Board .	65		2,099	1,813	5,160	9,072
Municipal Board .	118	746	5,275	7,007	11,386	24,414
Oriental College school	1	72	17	26		115
Aided .	29	475	1,835	1,909	3,181	7,400
Unaided .	12	81	362	362	592	1,397
Total	229	1,374	9,760	11,444	20,854	43,432

Transfer of Departmental schools to Municipalities.

138. Of the 29 Secondary schools, formerly under the management of the Department, 28 were transferred to Municipal Committees on the 1st April 1886, and the Model school attached to the Central Training College is now the only Departmental school for Secondary education in the Province.

* After adding the statistics of the Oriental College School, not shown in last year's returns

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Increase of 14 Anglo-Vernacular and decrease of 3 Vernacular schools.

139. The Islámiya school at Gujránwála, formerly aided by the Municipality and also by the University, has been abolished; the Sanskrit school, (which was not really a public school, but an advanced indigenous school, supported mainly by the Municipality) has been given up, one Vernacular Board school and one Unaided school have been reduced from the Middle to the Primary grade, and the Pesháwar Board school has been converted into an Anglo-Vernacular school; whilst on the other hand, two Vernacular Board schools have been raised from the Primary to the Middle grade. Hence the number of Vernacular schools shown in the returns has been reduced by three. One Aided Anglo-Vernacular school has been abolished, one, as mentioned in paragraph 137 is now included in the Jullundur Board school, and one school has been reduced to the Primary grade. Seventeen schools, on the other hand, have been brought on to the rolls of Secondary Anglo-Vernacular schools. Of these 15 appear in the returns for the first time, and the other two are an Aided school that has been raised to the Middle grade; and the Pesháwar Vernacular Board school which has, as stated above, been converted into an Anglo-Vernacular school. Of the 15 schools now included in the returns for the first time, 4 are Aided and 11 Unaided schools.

Thirty-four Anglo-Vernacular and 2 Vernacular High schools

Seventy Anglo-Vernacular and 123 Vernacular Middle schools.

140. The 229 Secondary schools comprised 36 High schools, being an increase of six since the previous year, and 193 Middle schools. Of the High schools, 34 were Anglo-Vernacular and two Vernacular. Amongst the Anglo-Vernacular High schools, there were 13 Board schools, 15 Aided schools, including the Aitchison College, and 6 Unaided schools. Of the two Vernacular High schools one is the Oriental College school and the other a Board school in the Hoshiárpur district. The Middle schools consisted of 70 Anglo-Vernacular schools, of which 50 were Government or Board schools, 14 Aided and 6 Unaided; and 123 Vernacular Board schools.

Scholars in different departments of Secondary schools.

141. At the close of the year there were 11,134 scholars under secondary instruction, being an increase of 1,548 or 16·1 per cent. since the previous year. Of these 1,374 were in the High and 9,760 in the Middle department. The increase in the High department was 8·6 per cent., and in the Middle department 17·3 per cent. The number of boys attending the Primary departments of Secondary schools was 32,298. The number of boys learning English in all departments of Secondary schools has risen from 14,160 to 16,552, being an increase of 16·9 per cent.

Proportion of boys under Secondary instruction.

142. The proportion of boys under secondary instruction, out of the total number attending Primary and Secondary schools has risen from one in 13 to nearly one in 11.

Punjab Entrance examination.

143. As already stated, it has been found necessary to re-examine the candidates who appeared at the recent Entrance examination at Lahore and Amritsar, and obtained pass marks; and the final results are not yet known. The proportion of failures is, however, very much larger than in the previous year. The total number of candidates, including those who appeared on both the Arts and the Oriental side, has risen from 727 to 907, of whom 365 were sent up by Board schools, 23 by the Oriental College school, 215 by Aided schools, 41 by Unaided schools and 263 were so called private students. Besides these, there were 38 candidates from Native States and 31 from other provinces.

Calcutta Entrance examination.

144. From Board schools there were 4 candidates for the Entrance examination of the Calcutta University, who were all successful, and from Aided schools 40, of whom 25 were

successful. There was an increase of 12 candidates and 18 passes as compared with the previous year.

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Middle School Examination.

145. The results of the Middle School Examination are shown in the following statement:—

Abstract results of the Middle School Examination, held in January 1887.

INSTITUTIONS.	Number of institutions.	Number of candidates.	Number passed.
ANGLO-VERNACULAR EXAMINATION.			
Institutions under public management. Anglo-Vernacular Board schools	56	831	561
Central Model school	1	14	10
Anglo-Arabic School, Delhi	1	11	9
Cantonment school	1	13	7
Oriental College School	1	5	3
Total	60	874	590
Aided Schools: Mission Schools	23	409	231
Aided Schools: Other Schools	4	69	47
Total	27	478	278
Other Institutions	14	119	31
Private students	...	620	96
Total	14	739	127
Total Anglo-Vernacular Examination ...	101	2,091	995
VERNACULAR EXAMINATION.			
Vernacular Board schools	129	992	678
Aided schools	3	8	7
Other institutions	1	2	...
Private students	.	244	81
Total	133	1,246	766
GRAND TOTAL	234	3,337	1,761

Number of successful candidates in Middle School examination.

146. The number of candidates for the Middle School examination has risen from 3,031 to 3,337. Of these 2,091 were Anglo-Vernacular and 1,246 Vernacular candidates; 995 Anglo-Vernacular candidates were successful, against 1,000 in the previous year, and 766 Vernacular candidates passed against 677 in 1885-86.

Percentage of passes.

147. The percentage of passes on the number of candidates is shown below:—

	Candidates.	Passes.	Percentages.	Percentages of 1885-86.
ANGLO-VERNACULAR.				
Government and Board schools	869	587	67 5	74·5
Aided schools	478	278	58·2	53·7
Other institutions	124	34	27 4	29 7
Private students	620	96	15·5	23·0
VERNACULAR.				
Board Schools	992	678	68·3	66·8
Aided Schools	8	7	87·5	100 0
Other institutions	2	...	...	...
Private students	244	81	33 2	25 7

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The percentage of Anglo-Vernacular candidates who have passed has somewhat fallen off in the case of Government and Board schools, whilst in Aided schools there is a slight improvement. Amongst private students, there is a large reduction in the proportion of passes. In the case of Vernacular Board schools, there is a slight increase in the percentage of successful candidates which is now higher than in Anglo-Vernacular schools. It is not to be supposed that the former are better taught, but the result indicated may, perhaps, be due to the fact that one of the papers set in English was certainly unsuited to boys, who had not advanced beyond the Middle School standard, and this must have increased the number of failures in that language.

Candidates for the Middle School examination from Native States.

148. For the Anglo-Vernacular examination there were 109 candidates from Native States, of whom 50 were successful. Of the successful candidates 27 were from Kapúrthala, 10 from Patiála and 8 from Bahâwalpur. For the Vernacular examination there were 46 candidates, all supplied by the three States above mentioned, and of these 28 passed, of whom 13 were from Kapúrthala.

Expenditure on Secondary Schools, and income from fees.

149. The expenditure has risen from Rs. 5,05,760* to Rs. 5,38,557. The expenditure from public funds, *i.e.*, Provincial revenues and Municipal and District funds amounted to Rs. 3,46,468, being an increase of Rs. 765. Fees amounted to Rs. 1,19,564, being an increase of Rs. 18,382 or 18·1 per cent. The expenditure from other sources has risen from Rs. 58,875 to Rs. 72,525, being an increase of 3·2 per cent.

In Anglo-Vernacular schools the expenditure was Rs. 4,29,145, and the fees amounted to Rs. 1,05,350 or nearly one-fourth.

General progress of Secondary education.

150. The statistics show a satisfactory increase in the number of students, reading in High and Middle departments; and the growing desire for education is further shown by the large increase in the income from school fees. From the results of the examinations, held by the University, it is impossible to draw any certain conclusion, until measures are taken to secure some fixity of standard. The existing system tends, however, to cause a decided deterioration in the character of the instruction imparted in schools of all kinds.

Effects of the present system of conducting the Entrance and Middle School examinations.

151. It has been stated in the second Chapter that a want of solid grounding in our schools is the inevitable result of the system on which the Entrance examination is at present conducted; and this remark applies with equal force to the Middle School examination. School boys who have not completed the prescribed course of study, and who are considered unfit by their teachers to go up for the examination, are allowed to appear as private students. A very small proportion of these boys succeed in passing; but there is always a chance of success, especially for a clever boy, even when the examination is properly conducted, and the use of fraud is impossible. In mathematics, for example, a sharp boy, who has a fair knowledge of arithmetic and has read half the course in algebra, and two books of Euclid instead of four, might always hope to obtain pass marks in mathematics at the Entrance examination; though he is, of course, quite unfit to enter on a further course at College, where a thorough knowledge of the previous courses is assumed. In like manner boys, whose knowledge of English is so imperfect, that they cannot join a High School or a College without disadvantage both to themselves and their class-fellows, may and do succeed in passing the Middle School and Entrance

* Including the Oriental College School.

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examinations. The consequence is, that there is strong desire amongst school boys to go up for these examinations from the lower classes long before they have completed the prescribed courses of study; they try to get up in a superficial manner just as much of each subject as they think essential to enable them to pass; and teachers complain that it is now almost impossible to enforce steady application to class work. Hence the whole system is disarranged; and there can be no doubt that the Middle School and Entrance examinations, as at present conducted, are distinctly injurious to the cause of education throughout the Province. The character of the instruction given in our schools is lowered, discipline is destroyed, and other evils ensue which it is unnecessary to candescribe in detail. Amongst these is the temptation to resort to fraud; and it may not be out of place to mention, that among the didates who obtained copies of the questions before the last Entrance examination, some school boys, the sons of rich men, appeared as private students, who could have had no hope whatever of passing any examination by fair means, and who would not have been admitted to the Entrance examination of any other Indian University. The evil is not, of course, confined to schools. We have seen already that the Principal of the Government College asserts that the students who join that institution have not been properly grounded at school, and I have heard the same complaint from other Professors, and hence, of course, College education suffers grievously. Government officers also frequently complain, that the fact of having passed certain examinations affords no guarantee that candidates for employment have a really sound knowledge of the subjects they are supposed to have learnt; and as a case in point, I may mention that the officer at the head of an important department, informed me some months ago, that he had been reluctantly compelled, for the above reason, to cancel a rule under which the Entrance examination of the Punjab had been accepted as a test of qualification for certain appointments. The present system is strongly and almost universally condemned by those who have any practical knowledge of its actual effects on education, and a resolution urging the necessity of a change was adopted by 26 votes to 1 at the General Educational Conference in April last. This resolution, to which reference has been made in Chapter II, has been forwarded to the Senate by order of Government, and will, no doubt, receive the attention to which it is entitled. The Syndicate has already recorded an opinion favourable to a change of system in the case of the Middle School examination.

These effects of recent growth.

152. The practice of allowing school boys to appear as private students at the Middle School examination has been introduced during the last few years, since the examination was taken over by the University. In the case of the Entrance examination it has been in force for a long time past; but its effects were, to a great extent, counteracted by the influence of the Calcutta University. Large numbers of boys, including most of the best students used to go up for the Calcutta Entrance examination; and to enable them to do this it was necessary to complete the course. Many of them appeared also at the Punjab examination, but they could not do so prematurely, against the wish of their masters, as this would have debarred them from going up for the Calcutta examination. We used to deplore the double system of examination, which was attended with serious disadvantages; but it was infinitely perferable to what has followed; for the schools had a definite standard to work up to, as the course of study was regulated mainly by the Calcutta examination; and the boys had every inducement to apply themselves steadily to their work.

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Proposal to raise the standard of the examination.

153. It has sometimes been said that a remedy might be found in raising the standard of the examination. Putting aside the fluctuating character of the examination as hitherto conducted, and the fact that we have not yet succeeded in attaining any fixed standard whatever, it must be remembered that the examination is intended to be a leaving examination for schools and a test for admission to Arts Colleges; and it should be such that *every boy* of ordinary intelligence, who is carefully taught, may be able to pass on the completion of his school course. If the examination were of such a character as to make it impossible for any one to pass, who had not mastered the whole course, a large proportion of boys could never pass at all.

Prizes for success in Middle School examination.

154. In Appendix C. will be found a list of prizes offered by private persons for success in the Middle School examination. Out of twenty-three prizes no less than fourteen were offered for competition to students of the Kasúr tahsíl in the Lahore district. Of these one prize of Rs. 15 in cash was for the best pass amongst students of Anglo-Vernacular schools; the others were prizes of Rs. 5 each, for general proficiency, English, mathematics, physics and sanitation. Some were open to all students of the tahsíl, others were confined to particular schools. The remaining prizes varied in value from Rs. 2 to Rs. 10, and were offered by residents of the Gurdáspur, Jullundur, Dera Ghází Khán, Bannú and Pesháwar districts.

Extracts from reports of Inspectors.

155. The following extracts are from the reports of the Inspectors :—

"*Delhi Circle.*—The number of Secondary schools in the Delhi Circle at the close of the year was 53, or the same as at the close of the previous year, exclusive of the schools in the Ludhiána district, transferred to the Jullundur Circle. Of these 23 are Anglo-Vernacular and 30 Vernacular institutions. The number of Anglo-Vernacular schools, as already explained in para. 2 of Chapter I of the report, has increased, and that of Vernacular schools has decreased by 2. The Anglo-Vernacular schools comprise 4 High and 19 Middle schools. Of the former, 2, *viz.*, thos at Delhi and Rewári are Municipal Board schools and, 2 *viz.*, the St. Stephen's Mission school at Delhi, and the American Presbyterian Mission school at Umballa are aided institutions. Of the 19 Middle schools, 13 are under the management of Municipalities; 4 are Aided institutions; one is as an Unaided school, and one, *viz.*, the Anglo-Arabic School at Delhi, is returned as an institution under 'other departments'.* All the Vernacular Secondary schools are of the Middle grade. The number of scholars reading in the Secondary departments of Secondary schools has risen from 1,736 to 1,974; of those in the high stage from 166 to 201 and of those in the Middle stage from 1,570 to 1,773. The number studying in Anglo-Vernacular schools shows an increase of 210, and that reading in Vernacular schools an increase of 28. This confirms the opinion expressed in the report for the last year that the desire for the study of English is increasing rapidly among all classes of the Native population. The total expenditure on Secondary education in the Delhi Circle, amounted during the year to Rs. 1,21,185 or Rs. 2,275 less than during the preceding year. Of this sum Rs. 10,804 or about 9 per cent. were derived from Provincial Revenues, Rs. 71,857† or a little more than 59 per cent. from local rates and Municipal funds; Rs. 25,391 or about 21 per cent. from fees; and Rs. 13,133 or more than 10 per cent. from subscriptions and endowments.

"The Delhi Municipal Board school passed 42 per cent. of the candidates sent up for the Entrance examination. Of the Aided schools St Stephen's school, Delhi, passed 6 or 24 per cent. of the candidates, and the Umballa City Mission school the same number out of 9 candidates. In justice to the students who went up and the teachers who prepared them for the examination, it may be here remarked that some of the best pupils

* Shown in the returns under the head; "maintained by other departments of Government or in other ways." The school is maintained from the proceeds of an endowment held in trust by Government and is managed by a Committee subject to the control of Government.

† Includes contributions from Provincial revenues for District schools made to Municipal funds.

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from each of the four High schools in the Circle were plucked. Considering the unsatisfactory nature of some of the question-papers set during the year, great credit is due to the staff of the High department of the Delhi Municipal Board school which gained the highest percentage and passed the largest number of candidates in the Circle.

"The Anglo-Vernacular schools sent up 66 more candidates than during the preceding year for the Middle School examination and passed 196 out of 267 or 73·2 per cent. The percentage of passes in 1885-86 was slightly less. Among Municipal Board schools those at Rohtak, Umballa, Jagádhri and Simla passed all the candidates sent up. Of the rest all but the schools at Pánipat and Kaithal did fairly well.

"Among Aided schools the Umballa City and Cantonment Mission schools greatly distinguished themselves by passing all the candidates sent up. The Anglo-Sanskrit school, Delhi, also did well. The St. Stephen's Mission school passed 15 out of 35 candidates or less than 50 per cent., a result which can hardly be considered creditable. The Anglo-Arabic school, Delhi, acquitted itself commendably as usual.

"The number of Vernacular candidates for the Middle School examination, held in January last, was 185 or 23 more than during the preceding year. Of these 133 or about 72 per cent. were successful. The percentage of passed candidates in 1886 was slightly greater. The schools in the Delhi district again came out the best, and passed 91 per cent. of the candidates sent up.

"The progress of Secondary education during the year may, on the whole, be considered satisfactory. Though the number of schools is the same as at the close of the previous year, the attendance in the High and Middle departments of those institutions has increased by 238. The increase in Anglo-Vernacular schools amounting to 210 is highly satisfactory. The numbers attending the Upper Primary departments of Secondary schools also show an improvement, but those reading in the Lower departments of Vernacular schools have considerably decreased, especially in the Umballa district.

"The expenditure on Secondary education was Rs. 2,275 less than last year. The fact that of the total expenditure on education during the year, 21 per cent. against 18 per cent. of the previous year, were contributed from fees is encouraging. The results of the Entrance examination compared with those of the preceding year were not satisfactory. Considering, however, that less than 25 per cent. of the candidates passed from the Province and more than 34 per cent. from the Delhi Circle, they may be pronounced creditable. The Middle School examination results were as satisfactory as usual."

"*Jullundur Circle.*—The total number of Secondary schools in the Circle of both Vernacular and Anglo-Vernacular grades was 52 at the close of the year, being 2 more than existed the year previous. Last year there were 18 Anglo-Vernacular schools, while this year there are 19; one Unaided school having been opened in Jullundur. The Vernacular schools were 32 last year, but have increased by one this year, the Primary school at Nádaun in the Kángra district having been raised to the Middle grade. None of the other schools have suffered any change.

"The number of scholars in the 19 Anglo-Vernacular schools was, at the close of the year, 3,801, and in the Vernacular schools 4,248, making a total of 8,049. These numbers include the Primary departments attached to the Secondary schools, which in their High and Middle departments show 1,227 for the Anglo-Vernacular and 1,071 for the Vernacular, or a total of 2,298 for the Secondary departments of these schools. I regret that I cannot attempt to draw a comparison with these numbers and those of the previous year, as I have not the advantage of a table of statistics for the circle for any previous year, and the last annual report of the Lahore Circle as regards its late four districts is not synchronous with the separate reports of those districts. In the same way, I have no means of arriving at the correct numbers regarding the Ludhiána district.

"Of the Anglo-Vernacular Secondary schools in the Circle, the Municipal Board school and the Mission school at Ludhiána stand first in point of efficiency. Next came Jullundur and Hoshiárpur Municipal Board schools, about equal, followed in order by Ráhon, Ferozepore, Núrpur, Kartárpur, Fázilka and Jagráon. Of these Anglo-Vernacular schools six

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contain a High department, *viz.*, Ludhiána, Jullundur, Hoshiárpur and Ferozepore Municipal Board schools, and Ludhiána and Jullundur Mission schools. From these six, 106 boys went up for the Entrance examination in either or both of the Universities of Calcutta and Punjab, and 56 were successful in passing, the Ludhiána and Jullundur Municipal Board schools showing the best results. But I must explain that I have here reported the results of the examination which took place in April 1886, and which already figure in the annual report for 1885-86.

"In the Middle School examination, held in January last, a total of 240 candidates were sent up from the 19 Anglo-Vernacular schools and 166 succeeded in passing the examination.

"From the 33 Vernacular Secondary schools 293 boys appeared in the Middle School examination, held in January last, and 176 were successful in passing. In this examination the Jullundur and Ludhiána districts appear to have stood first.

"The general progress of the secondary schools has been, in my opinion, good.

"The Hoshiárpur Municipal Board school was not, I regret to say, kept properly in hand before the year under report, and the discipline of the classes was not at all what it should be, but it has greatly improved and has now nearly regained what it had lost. The *morale* of the Ludhiána Municipal Board school is most exemplary, and I have seldom seen a set of better behaved boys."

Lahore Circle.—"At the close of the year there were 52 Secondary schools for boys against 46 the year before. The increase of six schools is accounted for by the inclusion in the return of the four Unaided institutions in Lahore, *i.e.*, the D. A. Vedic school, the Brahmo Night school, the Sat Sabhá school, and the Royal Anárkali school, with the Aitchison school and the Oriental College.* Of the two last mentioned, the former is an aided institution and the latter a school 'other than Departmental.'

"Of the 52 institutions classed as Secondary, 12 were High, 11 Anglo-Vernacular and one Vernacular and 40 Middle schools. Of the former, five are Board schools, five Aided, one Unaided and one which is Vernacular is 'other than Departmental.' The 40 Middle schools comprised 19 Anglo-Vernacular schools and 21 Vernacular. The former may be sub-divided as Municipal Board schools, ten; Aided, four; Departmental, one; other than departmental, one and three Unaided schools. The latter were either Municipal Vernacular Middle schools or District Board schools. It may be remarked that the Aitchison College, which is an Aided institution, has not been included, as it is so completely *sui generis*, that remarks on it cannot appropriately find a place here, but I shall notice it under the heading 'Native Chiefs' to which it properly belongs.

"At the close of the year there were, including the Primary departments of Secondary schools, 10,839 pupils against 10,185 in the preceding year, being an increase of 654, or 6 per cent., whilst the average attendance rose from 9,664 to 10,829.

"528 boys have been included in the returns for the first time from the Unaided English schools.

"The only Departmental school now is the Central Model school attached to the Central Training College under the Principal of that institution. It contained 202 pupils at the close of the year.

"The number of scholars purely under Secondary instruction was 2,982 against 2,394, or 19·7 per cent. more than in the previous year.

"Of these, 613 were in the High stage and 2,369 in the Middle stage, against 510 and 1,884 last year, respectively.

"The total expenditure on Secondary schools, including the Primary departments attached to them, amounted to Rs. 1,61,146 against Rs. 1,45,499 in the preceding year, showing an increase of Rs. 15,647. Of this sum Rs. 1,38,558 was expended on Anglo-Vernacular, and Rs. 22,588 on Vernacular schools, against Rs. 1,26,694 and Rs. 18,805, respectively, last year.

* The Oriental College School not included in last year's return; *vide* note to para. 187 above.

"Fees have risen from Rs. 32,830 to Rs. 37,538, being an increase of 15·2 per cent. Subscriptions have increased from Rs. 4,980 to Rs. 7,899; and endowments and other sources from Rs. 11,284 to Rs. 17,553. Of the aggregate expenditure of Rs. 1,38,558 in Anglo-Vernacular schools, Provincial revenues contributed Rs. 18,193 or 13·2 per cent.; District and Municipal funds Rs. 64,106 or 46·2 per cent.; Fees Rs. 35,206 or 25·4 per cent.; endowments and subscriptions Rs. 21,053 or 15·1 per cent.

"From the various institutions, including Unaided schools, 327 candidates appeared for the Entrance Examination held by the Punjab University in March last and 88 passed; 49 out of 181 from the Municipal Board schools, 19 out of 85 from the Aided; 20 out of 61 from the Unaided and other than Departmental schools which include 7 out of 18 candidates for the Vernacular examination. Of the aggregate number of passes, 75 are subject to re-examination having passed at the Lahore and Amritsar centres.

"As last year, the Lahore Board school supplied the largest number of successful candidates; next to it the Amritsar Board school which supplied 11, Mooltan Board school which supplied 10, and Gurdáspur which supplied 8. The results of the Jhang Board school are again this year bad, as they were at the last Entrance examination.

"With regard to the percentages of the results, the Gurdáspur Board school, which supplied 57·1 per cent. of the passes, stands first in order of merit in this circle. Next to it is the Mooltan Board school, of whose candidates 37 per cent. were successful, the third is the Lahore Board school with 24·6 per cent.

"It will be remarked that the schools which stand 1st and 2nd on the list are those of which Lála Dayá Rám, at present Head-Master of the Board school at Gurdáspur, has been Head-Master through the year.

"Among the Aided schools, the Muhammadan Anglo-Oriental school sent up 22 candidates for the Entrance examination, and 9 passed, or 40·9 per cent.; the Amritsar Mission school sent up 12 and four passed, or 33·3 per cent.

"Of the Unaided schools, the Dayá Nanda Anglo-Vedic school sent up 23 candidates for the Entrance examination, and 7, or 30·4 per cent., were successful.

"Thirty-four candidates appeared from all the schools in this circle for the Calcutta University Entrance examination, and of these 24 were successful, a very good result. Of these, eight were Europeans or Eurasians, six Native Christians, seven Hindús, one Sikh and two Muhammadans. The Alexandra Girls' school sent up two candidates, of whom one was successful. 828 candidates, it will be seen, appeared this year at the Middle school examination from one or other of the institutions recognized by the Department or as private candidates. Of the latter, the large majority are boys who have read in our schools, but were not sent up by head-masters, as these officials did not consider them up to the standard. Of the total number (828) boys who appeared, 377 were successful as against 446 out of 828 last year.

"The number of candidates, it will be observed, is the same as last year, while the passes decreased by 69. I think that this diminution in the number of passes is rather to be attributed to the increased difficulty of the examination this year than to any falling off in the instruction imparted to the boys. This statement is borne out by the fact, that the decrease in passes is observable all round, and not in one particular class of schools. In fact, I think that, if we bear in mind the character of the examinations held last year and this, we may safely say that there is an improvement in the passes this year. It is a fact much to be regretted, that the standards of the various examinations of our local University have been so variable in the past, and we can only hope that, in the future, they may be more uniform, so that comparison of passes may be possible and trustworthy, and not, as they have sometimes been, heretofore, misleading.

"Of the aggregate number of those who were successful, 253 were Anglo-Vernacular and 124 Vernacular, against 321 and 125 respectively last year. From the 380 candidates who appeared from Board schools, 230 were successful, 135 Anglo-Vernacular and 95 Vernacular; the Aided schools sent up 168 and 66 passed, 64 Anglo-Vernacular and 2 Vernacular.

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"Taking into consideration the increase, both in the High and Middle departments of Secondary schools, reviewed already in the preceding paragraphs, and the income from fees, which shows an improvement over last year, the progress of Secondary education during the year has been satisfactory on the whole."

Ráwalpindí Circle.—"There were, at the end of the year, 22 Secondary Anglo-Vernacular and 30 Vernacular schools, or a total of 52 Secondary schools for native boys in the whole Circle.

"The former contained 7,269 scholars, distributed thus—High department 259; Middle department 1,861; Upper Primary 2,291; Lower Primary 2,858; total 7,269. The latter contained 5,113 scholars, *viz.*, Middle department 1,200; Upper Primary 1,137; Lower Primary 2,776; total 5,113. Thus the total number attending both classes of Secondary schools was 12,382; and the average daily attendance was 10,541. The expenditure on these 52 Secondary schools was as follows: from Provincial revenues Rs. 18,927; District Funds Rs. 21,549; Municipal Funds Rs. 36,865; fees Rs. 26,942; subscriptions and endowments, &c., Rs. 15,268; total expenditure Rs. 1,19,551.

"The results of the annual examinations for the year were—Punjab University entrance 109 candidates and 19 passes; Calcutta Entrance 5 candidates and 2 passes; Anglo-Vernacular Middle examination 431 candidates and 267 passes; Vernacular Middle 306 and 235 respectively.

"The general progress during the year in education may be considered, on the whole, as satisfactory, except in the results of the Entrance examination of the Punjab University.

"With regard to the Mission schools, the only particular worthy of notice that took place amongst them was the almost total collapse during the year of the Mission school at Nárowál in the Siálkot district. A Hindú scholar was converted to Christianity and baptized, and the school was, in consequence, emptied of its scholars for a good portion of the year."

Deraját Circle.—"Including Aided and Unaided institutions, the number of Secondary schools in the Circle is 20, against 17 in the previous year. Of these, 9 are Anglo-Vernacular and 11 Vernacular institutions. The former comprise 2 High and 7 Middle schools, the latter are all of the middle grade. The excess of one on the Vernacular side is owing to the elevation of the Kuláchí school from the Primary to the Middle grade; while the establishment of a High school in Dera Isma'íl Khán, and the inclusion, for the first time, of the Mission School at Dera Ghází Khán, in the returns of public schools, account for the additional two schools on the Anglo-Vernacular side.

The number of scholars reading in the Secondary departments of Secondary schools has risen from 516 to 626; of those in the High stage from 15 to 50; and of those in the Middle stage from 501 to 576. The number studying in Anglo-Vernacular schools shows an increase of 93, and that reading in Vernacular schools an increase of 17.

"The total expenditure on Secondary schools, including the cost incurred on their Primary departments, amounted to Rs. 32,227 against Rs. 30,264 last year. Of the aggregate sum Rs. 22,859 were spent on Anglo-Vernacular, and Rs. 9,368 on Vernacular schools.

"Towards the total expenditure, Provincial revenues contributed Rs. 3,600, District Funds Rs 9,398, Municipal Funds Rs. 9,095; fees amounted to Rs. 4,736, subscriptions to Rs. 954, and other sources to Rs. 4,444. The exact percentages are as follows:—The Provincial revenues contributed 11·2 per cent District Funds 29·2, Municipal Funds 28·2, fees 14·7, subscriptions 2·92, and other sources 13·78.

"From the Mission High school at Dera Isma'íl Khán, which is an aided institution, nine candidates appeared at the recent Entrance examination of the Punjab University, of whom only two were successful. This result is not favourable.

"The following is a comparative statement of the results of the Middle School examination Vernacular and Anglo-Vernacular, for the past two years:—

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Institutions.	1885-86.		1886-87.			
			Examination held in March 1886		*Examination held in January 1887.*	
	Number of institutions.	Number passed.	Number of institutions.	Number passed.	Number of institutions.	Number passed.
Anglo-Vernacular Board Schools	4	41	4	36	4	32
Do. Mission Schools	2	11	2	13	1	10
Vernacular Board Schools	11	58	11	47	11	51
Total	17	110	17	96	16	93

"The comparison shows a falling off in the number of passes for Anglo-Vernacular Board schools, due in a great measure, to the bad result of the Dera Ghází Khán Municipal school which, owing to the transfer of Lálá Sant Rám to the Jullundur Normal school, remained without a Head-Master for a few months previous to the examination held in January last.

"From the statistics reviewed in the preceding paragraphs, it will be observed that the instructional and numerical progress in Secondary education has been, on the whole, fairly satisfactory. During the year the number of institutions, and the number of scholars have increased by 28·5, and 21·3 per cent. respectively. In the recent Middle school examination the success scored by the Dera Ismá'íl Khán Anglo-Vernacular Municipal Board school was brilliant, passing 12 out of 13 candidates, of whom one obtained the second place in the Province, and several others stood high on the pass list.

"Among the Vernacular schools, those of Miánwálí in the Bannú District, Bhakkar in the Dera Ismáíl Khán District, and Jámpur in the Dera Ghází Khán District were successful in passing a larger number of candidates than others in the Circle."

Boarding houses.

156. The remarks given below regarding accommodation for boarders are from the reports of the Inspectors. In Chapter VIII of the Punjab Education Code it is laid down that rules for the management of every Boarding house shall be drawn up by the controlling officer or Board, and shall, after approval, in the case of schools, by the Inspector of the Circle, be hung up in a room in the Boarding house. They are to include the rules embodied in the Code, modified as local circumstances may require, with such additions as may be considered necessary. The Inspector of the Lahore Circle in his report proposes a number of new rules for general adoption. They show the consideration he has given to the subject, but an annual report is not a fit place for their discussion. They should be brought before the next Educational Conference. During the ensuing cold weather it will of course be open to him to suggest to Local Boards and Managers of Schools the introduction of such of these new rules as may prove acceptable. He further urges the importance of constructing Boarding houses on such a principle, that all ingress and egress without the knowledge and consent of the authorities may be impossible and he recommends the adoption of a standard plan, capable of modification to suit local requirements.

In hot weather boys sleep outside, and they cannot be confined to the house. In many cases, however, where boarders occupy rooms opening into a large court, the premises can be

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securely closed for the night; but buildings of this description cannot always be provided, and the precautions that it is necessary to take vary greatly in different localities. A very full enquiry into the condition of Boarding houses attached to Secondary schools and their requirements was made a few years ago by order of Government, and the matter was afterwards discussed by the Educational Conference. A few general principles were then laid down with regard to the kind of accommodation that should be provided; but beyond this the Conference did not see their way to the adoption of any precise instructions as to the form and character of the buildings that should be erected.

Delhi Circle.—" Boarding houses are attached to almost all the Anglo-Vernacular and Vernacular Secondary schools in the Circle. Those attached to Anglo-Vernacular schools are well provided with all the comforts which it is desirable the students attending them from a distance should have, and the arrangements there are satisfactory. In several of the Boarding houses attached to Vernacular schools, no provision has yet been made for supplying cooks and water-bearers The attention of the controlling bodies has been invited to this defect in the arrangements, and it is hoped they will be able to rectify it as soon as possible.

"The largest Boarding houses are those attached to the Delhi and Rewári Municipal Board schools. In the former great inconvenience has been experienced for want of a separate kitchen. In the latter the accommodation is insufficient."

Jullundur Circle.—" In almost every district of this Circle Boarding houses have been supplied and most of them are adequate to the numbers accommodated, well ventilated and clean. Very few Middle schools are without Boarding houses and wherever the want exists, arrangements are being made to supply it. The Ludhiána district, though leading the way in other educational qualities, possesses the worst Boarding houses as a rule. The other districts are fairly well off in this respect, and each year an improvement has been effected. Boys wanting accommodation appear to be numerous and many desire to live in the Boarding houses for the sake of quiet study, whose houses are in the immediate vicinity."

Lahore Circle.—" One of the first requisites of a Boarding house, in my opinion, is that the boys using it shall be under the complete control of the Superintendent. By this, I mean that the arrangements shall be such that the boys can be confined at night to the Boarding house premises and all ingress and egress be impossible without the knowledge and consent of the authorities. I draw attention to this point, because I found, on a recent visit to the Board school at Gurdáspur, that the Committee proposed making additions to one of the Boarding houses in such a manner that it would be perfectly easy for a boy to get out into the adjacent *bazár*, whenever he pleased. As it is, another Boarding house there is quite open and there is nothing to stop boys going out at night. In Amritsar, on the other hand, Mr. Carne has a Boarding house attached to his school, which can only be entered by a large and high gate-way which is securely locked at night, with excellent results.

" The principle of large dormitories has been, I am aware, accepted by the Department, but I am not convinced, if I may say so, that it is free from objection. The Boarding house at Mooltan, where the boys occupy separate rooms, leaves very little to be desired, I think, except that the compound requires a high boundary wall and a gate. In the Boarding houses I have visited, one of the weak points in the arrangements has been the cook-room. Pakka drains should always, I think, be provided to carry off the water used in cleaning vessels, and a zinc-lined box be provided in a pakka receptacle at the end of each drain. This could be always kept clean by the Mahtar, who would carry it away to empty it and much filth that we now see would be avoided.

"In the Mooltan District the number of out-station students having greatly increased at Sarái Sidhú during the year under report, a Boarding house was established there, and a Cook on Rs. 5 per mensem was appointed in January last, and a suitable house for the purpose is also in the course of construction.

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"In the Lahore district handsome new school houses at Qasúr and Badhána have been provided; and the old buildings will be utilized as Boarding houses. A Boarding house at Chúnián which was approaching completion at the time of annual inspection has now been occupied and attached to the Middle school.

"Almost all the Middle schools in the Amritsar District are furnished with the necessary Boarding houses.

"There are in the Gurdáspur district, Boarding houses at Dinánagar and Srígobindpur. Boarding houses are attached to the school buildings at Pathánkot and Kanjrúr, though no establishment is entertained. At Kanjrúr a Boarding house is in course of erection, but a cook-room will have to be added to it."

Deráját Circle.—"The want of Boarding houses, which are absolutely necessary for the furtherance of secondary education, is generally felt throughout the circle. At present there is only *one* Boarding house attached to the Municipal school at Dera Isma'íl Khán; another is in process of erection at Dera Ghází Khán under the auspicies of Mr. M L. Dames, the Deputy Commissioner. It will be a great boon conferred upon the out-station students when completed. I think all the Middle schools, both Vernacular and Anglo-Vernacular, should be provided with suitable Boarding accommodation from the Local Funds.

SECTION B.—PRIMARY SCHOOLS.

Number of Primary schools and scholars.

157. The number of Primary schools has risen from 1,562 to 1,622; but the number of scholars has fallen from 81,916 to 79,446. Thus an increase of 60 schools has been accompanied by a decrease of 2,470 scholars.

The following table shows the distribution of schools and scholars at the close of the year :—

Class of Schools.	No. of Schools.	No. of Scholars in		
		Upper Primary stage.	Lower Primary (& Infant) stage.	Total.
GOVERNMENT—				
Departmental	4	67	210	277
Under other Departments	2	24	68	92
District Board	1,332	11,951	51,245	63,196
Municipal Board	102	702	8,345	9,047
Aided	125	219	5,255	5,474
Unaided	57	76	1,284	1,360
TOTAL	1,622	13,039	66,407	79,446

Departmental schools transferred to Municipal Committees.

158. All the Departmental Primary schools, with the exception of the Model schools attached to Normal schools, have been transferred to Municipal Committees. Government and Board schools have increased in number from 1,407 to 1,440, whilst the number of scholars has fallen from 75,573 to 72,612. There has been a reduction of four aided schools and 180 scholars, whilst the number of unaided schools has increased by 31 and the number of scholars attending them by 671.

Reduction in the number of scholars.

159. The reduction in the number of scholars is confined to the Lower Primary department (including the Infant departments). In the Upper Primary department the number of children has

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2,672, and the percentage of scholars in the Upper department on the total number on the rolls has risen from 12·6 to 16·4. In large towns Primary schools are, for the most part, branches of Secondary schools, and teach up to the Lower Primary standard only; and the boys who continue their studies after passing the Lower Primary examination join the Upper Primary department of the main schools. This arrangement affects, of course, to some extent, the proportion of children in the Upper department of Primary schools.

Number of boys receiving Primary education.

160. Including the children attending the Primary department of Secondary schools 111,744 boys are receiving Primary education, being a decrease of 3,748 since the beginning of the year. The number now under instruction is approximately the same as at the close of 1884-85. Of the 111,744 boys now receiving Primary education 21·9 per cent. are in the Upper Primary department, against 17·7 per cent. at the end of the previous year.

Increase of numbers in the Upper Primary Department, and decrease on the whole.

161. The increase of numbers in the Upper Primary department is general throughout the Province, and there are three districts only, Hoshiárpur, Gurdáspur and Muzaffargarh, where the numbers have fallen off. On the whole, however, the number of boys attending Primary schools has decreased in 22 out of the 31 districts of the Province.

Cause of decrease in the number of scholars.

162. The decrease that has taken place in the number of children under primary instruction must be attributed to the new rules regarding the levy of fees Hitherto the children of agriculturists have been wholly exempt from the levy of fees; and the term agriculturist has been somewhat liberally interpreted; whilst even in the case of those, who have been treated as non-agriculturists, considerable laxity has prevailed in most districts. Under the new rules the rates are definitely fixed; agriculturists are still exempted from payment in the Lower Primary department, but are required to pay half rates in the Upper Primary department of Vernacular schools, and full rates in other cases; and an agriculturist is defined to be, for the purposes of these rules, a person who has no other means of livelihood than agriculture. The Director, however, is empowered to lower the rates, in the case of backward schools or districts. It may be added that since the close of the year it has been resolved to modify the rules in favour of agriculturists, who will be exempted altogether from payment in Vernacular Primary departments, and charged half rates only in the Upper Primary department of Anglo-Vernacular schools.

It will be observed that the new rules affect both agriculturists and non-agriculturists attending Upper Primary departments, and the former class especially considered it a grievance that they should be called on to pay. In the Lower Primary department agriculturists are, as we have seen, exempt, provided that agriculture is their sole occupation, but not otherwise; and there is a large class of persons, whose children escaped under the old rules and are now required to pay.

Increase in numbers, attending Upper Primary departments a matter of congratulation.

163. It is, I think, a matter of congratulation, that notwithstanding the introduction of these rules, the number of children in the Upper Primary department shows a large increase, which extends, as we have seen, to nearly every district in the Province.

Effect of the new rule regarding fees.

164. It is only natural, however, that the new rules, if they do not induce parents to remove children already at school, should have, for a time, the effect of checking new admissions; and this, I believe, is the cause of the diminution of numbers which is

increased by apparent. There can be little doubt that, but for this cause there would have been an increase in Lower Primary departments, similar to that which has taken place in all other departments of Punjab schools. It may be added that amongst the nine districts, in which an increase has occurred, are included three frontier and one hill district and other backward districts in which the new rates have been reduced.

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Primary Schools.

165. In the Upper Primary examination 5,707 candidates were successful and in the Lower Primary examination 11,303. There has been a reduction of 278 in the number of passes by the former standard and of 937 by the latter. The number of successful candidates was higher in both cases, however, than in 1884-85. Government and Board schools supplied 5,164 successful candidates for the Upper Primary examination and 10,474 for the Lower. Aided schools supplied 543 successful candidates for the former examination and 829 for the latter. From Government and Board schools 69·7 per cent. of the candidates, and from Aided schools 69·9 passed the Upper Primary examination, whilst 73·0 per cent. of those supplied by Government and Board schools, and 68·7 per cent. of those sent up by Aided schools were successful in the Lower Primary examination.

Results of Primary examinations.

166. The diminution in the number of passes is due apparently to two causes. In the first place the examination, on which result grants in Aided schools and the award of scholarships tenable in Middle schools are now made to depend, have been conducted more strictly than was the practice in some parts of the Province in previous years. In the second place there has been a change in the school year, which formerly terminated on the 31st March. If the annual inspection took place a few months before that date, boys not quite up to the standard were passed provisionally subject to re-examination at the end of the year. Now the school year corresponds with the time fixed for the Inspector's annual visit. It was, of course, impossible on the first introduction of the new system, that scholars examined in the earlier part of the cold season should have completed the year's course, which they had begun in the previous April; and they were placed accordingly under a considerable disadvantage. The slight falling off that is apparent, therefore, in the number of passes must be attributed to the fact that many of the boys had not sufficient time for preparation.

Cause of diminution in the number of passes.

167. The expenditure on Primary schools amounted to Rs. 3,22,659 which exceeded that of the previous year by Rs. 3,582. Of this the total expenditure from public funds, Provincial, District and Municipal, amounted to Rs. 2,74,278, being an increase of Rs. 3,323. Fees amounted to Rs. 32,538, being an increase of Rs. 1,586, and the income from subscriptions and other sources to Rs. 15,843, being a decrease of Rs. 1,327.

Expenditure on Primary schools.

168. The increase of fees is small, considering the new rules that have been introduced, but these were not applied in any case until after the Inspector's annual visit; and hence though they checked new admissions to the schools, they had a comparatively small effect on the income during the year under report.

Increase in the amount of fees.

169. The large increase in the number of boys in the Upper Primary department shows that the schools, in general, have made satisfactory progress during the year, and this is corroborated by the reports of the Inspectors. The causes that have checked new admissions to the Lower Primary department and so reduced the total number of scholars, and that have led to a decrease in the

General progress of primary education.

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number of passes by the Upper and Lower Primary examinations, are of a temporary character, and have been fully set forth above. As explained in the opening chapter, a considerable sum of money has been placed at the disposal of District Committees for expenditure on Primary schools; and this, no doubt, will lead to a very satisfactory expansion of Primary education during the current year. The money was not made available in sufficient time to show any decided results during the year under report.

Extracts from reports of Inspectors.

170. The following extracts regarding Primary education are taken from the reports of Inspectors :—

Delhi Circle.—"The number of Primary schools for boys at the close of the year was 370 or 4 more than last year.

"The total number of scholars in the Primary stage, including those reading in the Primary departments of Secondary schools, has fallen from 22,535 to 21,720. The number of those reading English, however, has risen from 2,031 to 2,267. The decrease in the total number of scholars is due to several causes; in some districts to the apathy of the people, and the strict enforcement of the new rules for the levy of fees, in others to sickness. The increase in the number of scholars reading English is due, as has been already stated, to the increasing popularity of the study of that language.

"The number of candidates for the Upper Primary examination in 1885-86, exclusive of those from the Ludhiána district, was 1,221, and the number of passes, 968.

"During the year under report the number of candidates was 31 more than last year, but the number of passes was less by 125. The decrease in the number of successful candidates is due to the great strictness with which the examination has been conducted during the year, and the exclusion from the list of all the boys, who failed in one of the compulsory subjects, but were allowed promotion by grace in consideration of their having obtained creditable marks in other subjects. Of the 843 boys who passed by the Upper standard 754 were from Board schools, 22 from the Anglo-Arabic School, Delhi, and 67 from aided institutions.

"For the Lower Primary examination there were 2,491 candidates, 2,299 from Departmental and Board schools, and 172 from Aided institutions. Of the former 1,740 or more than 75 per cent. and of the latter 126 or 73 per cent. were successful.

"The percentage of passes last year including that from Ludhiána, was 79 and 83 for the respective institutions.

"Here again the greater strictness with which the examination has been conducted during the year has affected the number of passes.

"From the statistics reviewed in the preceding paragraphs it will be seen that though the number of Primary schools has slightly increased, the numbers attending those institutions show a diminution due to the causes already described. The numbers of passes by the standards, too, are less, than those of the previous year, but the results, on the whole, may be considered creditable. The increase in the number of scholars reading in Anglo-Vernacular schools is satisfactory."

Jullundur Circle.—"The total number of Primary schools on the 31st of March, throughout the Circle, was 399, including those attached to the Anglo-Vernacular and Vernacular Secondary schools, being an increase of 19 since last year.

"The number of boys attending these schools was, at the close of the year, 21,687. This is evidently much less than the year before, though accurate statistics on this point are not obtainable in my office.

"The enhanced scale of fees imposed this year had the effect of reducing the numbers very considerably, and this must be given as the main if not the only reason for the decrease.

"The total number of boys who were presented for examination by the Upper Primary standard from all schools was 1,838, of whom 1,317 passed, and by the Lower Primary standard, 3,427, of whom 2,469 passed.

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Primary Schools.

"From the Vernacular schools last year 1,229 boys went up for the Upper Primary examination and 861 passed. This year 1,398 were examined by the same standard and 941 passed. Last year 2,700 were examined by the Lower Primary standard of whom 1,837 were successful. But this year 2,032 passed out of 2,874 examined by the same standard. This result is a very brilliant and encouraging one.

"The progress in the Primary schools has been, in my opinion, very marked. In the Ferozepore district a few schools are very backward, so backward that there is every probability of their being closed, but the general aspect of Primary education is nevertheless steadily improving both in efficiency and in popularity. Even in the Kángra district much improvement is noticeable, especially with regard to its out-lying Sub-Division of Kulú. The decrease in numbers has not affected Kángra as it has done the others, the reason of this being that a considerable remission of the enhancement of fees was granted to this district."

Lahore Circle.—"The number of Primary schools has risen from 351 to 365, while the number of scholars has decreased from 18,610 to 18,381, and the average attendance has risen from 17,930 to 18,034.

"Of the 1,911 candidates who appeared from 259 institutions 1,293 were successful at the Upper Primary examination, 1,121 from schools under public management and 172 from schools under private management.

"Last year there were 1,226 passes out of 1,686 candidates; 1,117 out of 1,546 from schools under public management, and 109 out of 140 from schools under private management.

"There was an increase of 225 in the number of candidates and of 67 passes for the Upper Primary standard.

"Of the 3,573 candidates who presented themselves from the 379 institutions for the Lower Primary test, 2,556 passed in the three compulsory subjects, and of these 2,193 passed in the optional subject of geography. Schools under public management sent up, from 351 institutions, 3,205 candidates, of whom 2,297 were successful and 28 schools under private management supplied 259 passes out of 368 candidates. Last year there were 3,305 candidates and 2,464 passes.

"The results of the examinations held during the year show great improvement in the number of passes both by the Upper and Lower Primary standards.

"From the statistics reviewed in the preceding paragraphs it will be observed that while the number of schools has increased by 3·8 per cent. that of scholars has decreased by 1·2 per cent., and that this decrease has occurred chiefly among the aided schools.

"The results of the examinations and the increase that has taken place in the number of Board schools and scholars indicate that primary education is, on the whole, making satisfactory progress throughout this circle. The new grant-in-aid rules will, it is hoped, do much good towards promoting the establishment of Aided public schools and the improvement of private ones aided by the Department."

Ráwalpindí Circle.—"The number of public Primary schools for native boys at the end of the year was 433 (12 Anglo-Vernacular and the rest Vernacular). All these schools contained 25,207 scholars (419 of whom were learning English) distributed into the two departments thus, *viz.*, 4,719 in the Upper Primary and 20,488 in the Lower Primary; total average daily attendance 20,598; 1,003 students passed the Upper Primary examination out of 1,474 candidates, and 2,656 students passed the Lower Primary examination out of 3,485 candidates.

Number of Primary schools.

Number of scholars on the rolls.

Primary education.

"As regards instruction, Primary education has made satisfactory progress during the year. In only one district (Siálkot) was the old defect noticed of boys being allowed to remain too long in the lowest class. Some of the districts were not as well supplied with maps, black-boards, &c., as they should have been, but these matters were duly represented in the district reports.

"The average cost per boy for this year in Primary schools was a fraction over Rs. 3-2-0, and for last year a fraction under Rs. 3-1-0.

Annual average cost per boy in Primary schools for two years.

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Primary Schools.

Deraját Circle.—"The total number of Primary schools in the circle at the close of the year was 108, against 110 in the previous year. The falling off in the number, as has been already remarked, is quite nominal, being due to the elevation of one of the Primary schools to the status of a Middle school; and to the exclusion from the returns of Public Board schools of two indigenous schools in the Dera Isma'íl Khán district.

"The total numbers in the Primary schools, including the Primary departments of Secondary schools, have risen during the year from 7,671 to 7,823, and the number learning English from 385 to 469. This represents an increase of 1·9 per cent. in the aggregate, and of 21·8 per cent. in the numbers studying English.

"Of the aggregate number of scholars in the primary stage, 1,532 were reading in the Upper and 6,291 in the Lower Primary division. The corresponding figures for the last year were 1,397 and 6,274 respectively. This shows a larger increase in the Upper than in the Lower Primary division. In the former, the number has increased from 1,397 to 1,532, or by 9·6 per cent.; whilst in the latter from 6,274 to 6,291, or by ·27 per cent.

"The total number of candidates who were presented from 86 institutions for examination by the Upper Primary standard was 579, of whom 377, or 65·1 per cent., were successful.

"In the Lower Primary examination, altogether 1,049 boys appeared from 117 schools, of whom 677 or 64·5 per cent. passed.

"The percentages of passes for Board schools by both these standards were 64·6, and 64·1, against 74·2 and 73·2, respectively, in the previous year.

"From the statistics given in the preceding paragraphs, it will be gathered that, with the exception of the Muzaffargarh district, which in point of instruction is in a most backward state, the progress of Primary education in other districts of the Circle has been, on the whole, fairly satisfactory. The total number of scholars has risen from 7,671 to 7,823 or by 1·9 per cent. The percentages of passes in the Upper and Lower Primary examinations, though somewhat low as compared with last year, are generally pretty fair."

SECTION C.—GENERAL QUESTIONS.

Extension of English education.

171. At the close of the year 18,221 boys were learning English, being an increase of 2,168 or 13·5 per cent. The percentage of boys learning English on the total number attending Primary and Secondary schools has risen from 12·8 to 14·8. Mention has been made in former reports of the strong and growing desire for English education amongst all classes of the community. There has been a great change in the feelings of Muhammadans on this subject, which is beginning to show itself even in the frontier districts.

Effect of enhanced rates of fees on the extension of English education.

172. It remains to be seen whether the enhanced rates of fees that have been introduced will have any effect in checking the extension of English education. So far this does not appear to be the case; nor do I anticipate such a result, though it is impossible at present to predict what the effect of an annual increase of the rates may be.

Extracts from Inspectors' reports on the extension of English education.

173. The following remarks on the extension of English education are from the Inspectors' reports:—

Delhi Circle.—"The advantages which the study of English offers to the natives of this country need not be here discussed. The increasing numbers in our Anglo-Vernacular schools prove conclusively its immense popularity among all classes of the native population. Practical expression to a desire to study English to a standard higher than that we have provided in the majority of our schools was given at Karnál and Rohtak on the occasion of the celebration of the Jubilee of Her Majesty the Queen Empress, when the principal inhabitants of those places subscribed liberally to have their schools raised to the higher grade. Subscriptions are also being collected

in one or two places for the introduction of the study of English into the curriculum of the Vernacular schools which they have at present and which it is hoped, will be classed as Anglo-Vernacular institutions in the returns for the ensuing year.

"It has been already shown that, while in Vernacular schools the numbers have risen by 4 per cent. those in Anglo-Vernacular schools have increased by 20 per cent, and that in institutions of the latter class the increase has been general, *i.e.*, in all departments of those schools. In Vernacular schools the attendance in the Lower departments has decreased."

Jullundur Circle.—"The desire for English education is a very strong one throughout the Circle, and the Anglo-Vernacular schools are pretty well stocked with pupils."

Lahore Circle.—"I have already remarked that there has been an increase of 15·2 per cent. in the number of those learning English in the Secondary department and a slight increase from 3,082 to 3,173 in the number of those receiving instruction in Vernacular Secondary schools. As the desire for English education is increasing every year the Anglo-Vernacular schools have, therefore, attracted more boys than the Vernacular schools. This increase of Anglo-Vernacular over Vernacular is a sign of the times and one which I expect to become more and more pronounced in future years. A knowledge of English is little short of absolutely necessary to a native desiring lucrative employment under Government or elsewhere, and this fact is becoming day by day more clearly recognized by the people. The Anglo-Vernacular Middle schools are, therefore, I think, of particular importance, and it is most desirable that the teaching staff of these institutions be thoroughly efficient, intelligent and hard-working."

Ráwalpindí Circle.—"In the seven districts comprising the Circle as it was last year, the number of boys learning English according to the annual statistical returns has risen this year from 2,729 to 3,335, or an increase of 606.

"Two new Vernacular Middle schools were opened during the year in the Pesháwar District, but this was done at the suggestion of the Department in order to assist in providing local teachers for the Vernacular Primary schools in the district. A suggestion was also made by the Department to establish a new Middle Vernacular school in the Kohát District for the same purpose, but this suggestion fell through, as it was found that those boys in the district, who cared to continue their studies beyond the Vernacular Primary standard, preferred to come into Kohát headquarters to study English in the Municipal Board school there. Not a single application has been received for the establishment of a new Middle Vernacular School during the year; while on the other hand, three new English schools were started, as already mentioned above, during the year, another just after the end of it; and an application for a fifth school has been forwarded for final sanction. All the above remarks on the advance of English refer only to the districts which formed the old circle of last year. In the two new districts of Gujránwála and Siálkot, the 1,625 English students of this year show an increase over last year of only 9 learning that language.

"No official arrangements have yet been completed for the establishment of any new English schools in either of those districts during the year, but arrangements are in progress for the opening of an English school in each district."

Deraját Circle.—There exists in these frontier districts a strong feeling against the study of English among the Muhammadans, but it is diminishing especially in large towns where they see the Hindús freely enjoying the benefits of English education. Among the latter class a desire for High English education is springing up. In Dera Ismá'íl Khán they have started a High department which is supported from funds raised by private subscriptions, and is now attended by 15 scholars, of whom 14 are Hindús and 1 Sikh.

"The total number of boys learning English has risen during the year from 647 to 824, or by 27·3 per cent.; whereas the aggregate number of those learning purely vernacular has increased from 7,540 to 7,625, or by only 1·12 per cent. This indicates the growing popularity of English education."

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General Questions.
Scholarships.

174. The following table shows the expenditure on scholarships in public schools for boys :—

Expenditure on Scholarships in Secondary and Primary Public Schools for Native Boys.

Class of Institutions.			Provincial revenues.	Local rates.	Municipal funds.	Other sources.	Total.	Number of students.	Income from fees.
Secondary Schools	Anglo-Vernacular	Government and Board	9,694	12,803	6,700	2,340	31,537	16,588	70,715
		Aided ...	2,100	1,188	821	1,525	5,634	7,400	31,598
		Unaided ...	...	...	480	86	566	1,397	3,037
	Vernacular	Board ...	...	12,901	861	11	13,773	17,932	14,170
		Oriental College School	60	12	130	2,124	2,326	115	44
		Aided ...	...	...	...	...	..	..	...
	Total		11,854	26,904	8,992	6,086	53,836	43,432	1,19,564
Primary Schools	Government and Board ...		...	362	148	..	510	72,612	27,450
	Aided		...	2	8	182	192	5,474	4,597
	Unaided		..	...	. .	19	19	1,360	491
	Total		..	364	156	201	721	79,446	32,538
Secondary and Primary Schools	Government and Board ..		9,694	26,066	7,709	2,351	45,820	107,132	1,12,335
	Oriental College School ..		60	12	130	2,124	2,326	115	44
	Aided		2,100	1,190	829	1,707	5,826	12,874	36,195
	Unaided		...	...	480	105	585	2,757	3,528
	Total		11,854	27,268	9,148	6, 87	54,557	1,22,878	1,52,102

Expenditure on scholarships.

175. The expenditure amounted to Rs. 54,557, which is less by Rs. 861, than the amount expended last year.* The expenditure is almost entirely on scholarships held in schools for Secondary education. The decrease that has taken place has occurred in Vernacular schools. In Anglo-Vernacular schools there is a slight increase amounting to Rs. 1,591.

Open Middle School scholarships.

176. The revised rules for the award of open Middle School scholarships, referred to in the last report, have come into operation during the past year. The number to be awarded annually is fixed for each district. They are given in accordance with the results of the Upper Primary examination, and are distributed in proportion to the number of boys in the Upper Primary department of Vernacular and of Anglo-Vernacular schools, respectively.

High School scholarships.

177. High School scholarships are awarded on the results of the Middle School examination. A certain number is attached to each division and a certain number to each district. They are divided equally amongst Vernacular and Anglo-Vernacular students; and those awarded to the former are tenable either in Vernacular High Schools or in Anglo-Vernacular schools, where special arrangements have been made for instruction in English to students who have passed the Middle School examination in the Vernacular.

Sources from which High School and Middle School scholarships are paid.

178. Open High School scholarships were formerly paid from Provincial revenues but were localised in the course of the year and are now paid from District funds, as explained in the introductory chapter. Middle School scholarships are paid partly from District and partly from Municipal funds.

Local bodies empowered to found close scholarships.

179. District and Municipal Boards and Committees are empowered to found close scholarships subject to certain conditions

* Including expenditure on the Oriental College School not shown in last year's returns, and on Unaided schools.

laid down in the Code. Hitherto they have been in the habit of awarding stepends,* but this practice has now been prohibited by Government.

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180. For the special encouragement of Muhammadans, Government has sanctioned a certain number of Jubilee scholarships tenable in High Schools and Colleges; and Local Bodies have been authorised to award similar scholarships tenable in Middle Schools. The rules laid down on the subject will remain in force for five years. Of the High School scholarships given by Government a certain number are awarded to students of every division except Delhi, where Muhammadan students seem able to hold their own without such special encouragement.

Jubilee scholarships for the special encouragement of Muhammadans.

181. The following extracts regarding scholarships are from the Inspectors' reports.

Extracts regarding scholarships from reports of Inspectors.

Dehli Circle.—" The rules for the award of open Middle School scholarships came into force this year ; 51 scholarships of the value of Rs 2 each were awarded on the results of the Upper Primary examination. Of these 23 were gained by the boys of Anglo-Vernacular and 28 by those of Vernacular schools In the Delhi district the number of scholarships earned by the students of Anglo-Vernacular schools was nearly double of those won by the students of Vernacular schools. The largest number of Anglo-Vernacular scholarships, *viz.*, five, was carried away by the boys of the Chóori Bazár Branch attached to the Municipal Board school, Delhi.

" The Board schools at Rewári and Rohtak and the Umballa Cantonment Mission school gained 3 each. The Anglo-Arabic School, Delhi, and the Municipal Board schools, Jagádhri and Pánipat carried away 2 each. In Hissar one scholarship fell to the share of each of the three Anglo-Vernacular schools in that district.

" Regarding close scholarships paid from Municipal and District funds, the district reports give no information. It is desirable that the number and value of these scholarships should be fixed and notified to the competitors each year, some time before the examination takes place.

" This, it appears, has not hitherto been done. It was decided at the Educational Conference that the value of a close scholarship which in some districts is more than that of an open Middle School scholarship should in no case exceed Rs. 2 per mensem.

" Close scholarships have in one or two instances been awarded by Municipal Committees to students who did not deserve them. This tendency should be carefully watched and checked by the District Officers. It should be clearly explained to the Committees that all award of scholarships should be made according to the rules laid down in the Education Code.

" Four senior scholarships of the value of Rs. 5 per mensem each and 6 junior scholarships of the value of Rs. 3 per mensem are provided for boys of the Játtribe from the Turnbull Memorial fund. The former are awarded to students of that class, who after passing the Middle School examination, prosecute their studies in the Upper department of an Anglo-Vernacular High school ; the latter to those who study English in a Primary or a Middle school. None of the senior scholarships were drawn during the year. The junior scholarships were held in the Municipal Board schools at Delhi, Karnál and Rohtak."

Lahore Circle.—" The total expenditure on scholarships in the various public schools for native boys in the Lahore circle during the year was Rs. 14,588, of which Provincial revenues contributed Rs. 3,900 ; Local rates Rs. 6,785 ; Municipal funds Rs. 2,911 ; Rs. 992 being contributed from other sources, subscriptions, &c."

Ráwalpindí Circle.—" Towards the close of the year, the foundation of the Jubilee scholarships for Muhammadans took place, and 14 of these scholarships of an aggregate value of Rs. 64 per mensem from Provincial revenues were given on the results of the last Middle School examination. Local Bodies were also invited to provide funds for Jubilee scholarships for Muhammadans to be tenable in Middle Schools, but the only Local Body

* For definition of stipends as distinguished from scholarships see note to para. 50, clause (17).

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which has as yet responded is the District Board of Siálkot which promptly voted 20 scholarships at Rs. 2 per mensem each on the results of the last Upper Primary examination."

Deraját Circle.—"By the system of open Middle School scholarships now in force there is more competition than used to be formerly, but the value of these scholarships fixed at the uniform rate of Rs. 2 is not at all suited, for the frontier districts where the people are generally very poor, and have very little desire for education. I would propose Rs. 2 for the station and Rs. 3 for the out-station boys."*

Fees.

182. The income from fees amounted to Rs. 1,52,102, being an increase of Rs. 19,968 or 15·1 per cent. since the previous year. Of the total amount Rs. 1,05,350 were realised in Anglo-Vernacular schools for Secondary education, being an increase of Rs. 16,414, Rs. 14,214 in Vernacular schools for Secondary education, being an increase of Rs. 1,995, and Rs. 32,538 in Primary schools, being an increase of Rs. 1,586. The new rules drawn up by the Educational Conference in May 1886 and approved by Government have contributed to the increase that has taken place, and the effect will be more marked in future years. In Anglo-Vernacular schools there are three grades for each class in the several departments, the grade for every scholar being determined by the controlling authority, with reference to his ability to pay; and the rates for each grade are subject to an annual increase for five years which is calculated to double them by the end of that period. In the Government College there is one grade only for each class; but the rates are subject to a similar increase. For aided institutions the minimum rate is 75 per cent. of that fixed for Government and Board institutions. In all educational institutions a certain proportion of the students may be admitted free or at half rates. The children of persons, who have no other means of livelihood than agriculture, are exempted from the payment of fees in the Lower Primary departments of all schools and in the Upper Primary department of Vernacular schools, whilst in the Upper Primary department of Anglo-Vernacular schools they are admitted at half rates. In the case of Vernacular schools there was formerly great diversity of practice, though Deputy Commissioners were instructed to work up as far as possible to the scale that had been adopted in the Ludhiána district. In future there will be a uniform system, subject for a time, however, to relaxation in backward districts with the sanction of the Director of Public Instruction.

New rules regarding fees.

Extracts regarding fees from reports of Inspectors.

183. The remarks given below are taken from the reports of the Inspectors :—

Delhi Circle.—"The income from fees has risen from Rs. 28,900 to Rs. 32,870 or by more than 13 per cent. In Anglo-Vernacular Secondary schools the increase amounts to Rs 3,122 ; in Vernacular Secondary schools to Rs. 701 and in Primary schools to Rs. 147. Considering that the new rules regarding the levy of fees did not come into force till about the latter end of the year, the increase in all kinds of schools is satisfactory."

Jullundur Circle.—"The total amount of fees realized during the year under report, from all the schools in the circle for boys, was Rs. 26,836, against a total of Rs. 24,214 collected last year, showing an increase of Rs. 2,622."

Lahore Circle.—"The income from this source has risen from Rs. 42,731 to Rs. 47,235; that is by Rs. 4,504 or 9·5 per cent. The increase arises, partly from the increase in the number of scholars reading in Secondary departments and partly from the introduction of the new scale of fees. In Secondary Anglo-Vernacular schools for native boys the total is Rs. 35,206. * * * * In Secondary Vernacular schools for native boys Rs. 2,332 were collected. * * * In Primary schools Rs. 9,697 were collected."

* The proposal can be brought forward at the next Conference.—D. P. I.

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General Questions.

Ráwalpindí Circle.—"The total amount collected in fees during the year from all the boys' schools was Rs. 34,983. This amount is divided into Rs. 25,122 collected from all schools in which English is taught, and Rs. 9,861 from purely Vernacular schools. On the 37,516 boys in all the schools where fees are levied or are supposed to be levied, the total expenditure (excluding scholarships) was Rs. 1,91,140, and from this expenditure the above mentioned Rs. 34,983 were recovered in fees; so that 3 anas (minus the fraction of one pie) were returned in fees on every rupee of expenditure, and the average fee per boy was a very small fraction of a pie under 15 anas per annum. According to these calculations it will be seen that the average cost per annum of each boy, taking all the public schools of all standards together, was Rs. 5. These figures may be said to refer almost entirely to the old rates of fees which were in force, and they will be useful to serve as a comparison with the amount of fees recovered from every rupee of expenditure, and the average fee per boy at the end of the current year, when the new increased rates of fees laid down in the Education Code, have been in force for the whole year."

Deraját Circle.—"The fees realized during the year under report from all the schools in the circle amounted to Rs. 5,338 against Rs. 4,721 collected last year. Of this sum Rs. 4,529 were contributed by the Secondary Anglo-Vernacular schools, Rs. 207 by the Secondary Vernacular schools, and Rs. 602 by the Primary schools."

Physical training.

184. Gymnastic instructors have been attached to the Central Training College and to Normal schools, and are being gradually supplied to an increasing number of districts. The subject of physical training was discussed by the Educational Conference in April last, and the outlines of a scheme for general adoption were agreed upon and subsequently approved by Government.

Growing popularity of cricket.

185. Cricket continues to grow in popularity and to be more widely extended, and several tournaments have been held during the year.

Extracts regarding physical training from reports of Inspectors.

186. The following remarks regarding physical training are from the Inspectors' reports :—

Delhi Circle.—"In my last report I gave a brief account of the state of physical education in each district. To the remarks contained therein I have not much to add.

"The following extracts from the reports of the District Officers will be found interesting :—

"*Delhi.*—Cricket and gymnastics have had their full share of attention in the Delhi High school. Several matches were played with the troops in the Fort, the Mission and Sanskrit schools, and on the whole our eleven acquitted themselves creditably.

"We have several other parties in addition to the principal team, the expense for gear, &c., having been borne by the boys. As a rule each boy subscribes a month's fee for the necessary outlay. Instruction in gymnastics is given by Munshí Rám of Ludhiána, who is paid from the garden or sports funds. But the boys do not seem to take much interest in this branch of physical training. The foundation of small prizes for proficiency would probably be a great stimulus to the extension of the system. In almost all the Middle schools in the district and in some of the Primary schools, where there are young and energetic masters, physical instruction is receiving much attention. Native games, such as running, jumping, *kabaddi*, &c., are encouraged and they are much appreciated.

"*Gurgáon*—In addition to the gymnastic apparatus supplied some years ago to all the Middle schools, cricket has, during the year under report, been introduced in the schools at Gurgáon and Palwal; and will gradually be extended to other schools. An itinerant gymnastic instructor visits them one after the other, spending two months in each in the year, and during his absence instruction is given by monitors appointed for the purpose.

Karnál.—To six Primary schools of this district gymnastic apparatus, such as Indian clubs and *mugdars*, have been supplied.

"Two district *jalsás* were held under the auspices of the Deputy Commissioner during the year. At both of these, in addition to races and other performances, the school boys of the Municipal Board school, Karnál, engaged

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in gymnastic exhibitions. Rewards were granted to the most proficient boys, and also to the gymnastic instructor. Credit is due to the gymnastic instructor for the rapid progress attained in gymnastic exercises.

"I would suggest that the gymnastic instructor be sent round the Secondary Board schools in the district in alternate months as proposed by the Assistant Inspector, Bábú Nand Singh, and that an allowance of Rs. 10 per mensem be given him from the district.

"*Hissar.*—As to gymnastic operations, Rs. 100 and anas 8 are allotted by the District Committee, but the District Inspector thinks it insufficient. In my opinion the teachers should be told to utilize the simple in-door and out-door bodily exercises in vogue among the natives which cost nothing instead of having recourse to expensive apparatus.

"*Rohtak.*—Gymnastic apparatus exists in almost all the schools in the district, and the gymnastic teacher goes his rounds among the schools of the district regularly. The gymnastic master, Rúr Singh, having obtained an appointment in the Police Department, has been succeeded here by one of his pupils Mawásí Rám, a Játof Kiloí, who is now working on probation.

"*Simla.*—A junior teacher of the Primary department (Simla Municipal Board school) who draws Rs. 10 per mensem, also performs the duty of gymnastic teacher, after school hours. A new set of gymnastic apparatus has been provided by the Municipality, and a wooden horse has been added to that previously in use."

Jullundur Circle.—"Gymnastic exercises and athletic sports are encouraged in all the districts, but competent instructors in the more technical feats are not everywhere provided. Ludhiána is a nursery of gymnastic instructors and each year provides such for any school requiring them. The Jullundur and Ferozepore districts are still entirely without gymnastic instruction, though competent teachers have been offered. The Hoshiárpur and Kángra districts have lately entertained a man each capable of giving good instruction in physical exercises."

Lahore Circle.—"Physical education is as yet in its infancy, but I trust that as soon as the resolutions passed at the recent Conference are carried into effect, we may see a marked improvement in this direction.

"Cricket has taken a hold on the native boys and is daily becoming more popular, and the boys, as a rule, I think, take kindly to races, jumping, and exercises on the horizontal and parallel bars. I was much pleased to see that the physical training of the boys is being used, as it should be, as a means of discipline; the boys marching by classes, to their gymnastic exercises, falling in at the sound of a bell and so forth. This I especially noticed at Mooltan, where attached to the Board school there is a good instructor. The Deputy Commissioner and the Head Master both take great interest in the physical improvement of the boys, and in May last a considerable sum of money, which had been collected by private subscription, was distributed as prizes at the annual school fête by the Deputy Commissioner. At the Christian Boys' school at Batála there is a capital drill-sergeant, whose services have been obtained by the Head Master from the 4th Gorkhás at Bukloh. This man not only drills the boys but looks after them at other times; a most excellent arrangement I think. When possible, I think a gymnastic master or drill-sergeant in a large school might be Superintendent or Assistant Superintendent in a boarding house.

"Physical education is receiving some attention more or less in almost all the districts in this circle, with the exception of the Montgomery district. Cricket in Anglo-Vernacular High schools has become a very favourite game. The week from the 18th February 1887 was this year devoted at Amritsar to the competition for the Alexander Champion Belt, founded in the name of a late Inspector of Schools, Lahore Circle; and teams belonging to Board and aided schools were sent from Gurdáspur, Batála and Lahore. After a most exciting series of matches the Amritsar Board school proved victorious, and its eleven became the holders of the Alexander Champion Belt for the current year.

"In the Anglo-Vernacular schools of the Mooltan district, cricket has been played energetically during the year, especially in the Sadr school where gymnastics have also received attention, an instructor on Rs. 10 per mensem having been appointed to the school. A new cricket tournament was

held in Mooltan this year for the first time. A handsome belt was competed for by teams from the Mooltan Board and Mission schools and the schools of the Deraját circle, and was won by the eleven from the Mooltan Board school. It is hoped that next year more schools may send representatives to do battle for this trophy.

"In the Vernacular schools native games are practised and cricket is also played in the Middle schools and in a few of the larger Primary schools; exercises are also given on the parallel and horizontal bars, provided last year in three schools. The want of a regular instructor of gymnastics for these schools is, however, much felt.

"Physical education is in its infancy as yet in the Jhang district, though it is noted that most of the Primary schools have been provided with *mughdars* and Indian clubs, and the ordinary village games are encouraged. The Jhang-*cum*-Maghiána Municipality has entertained a gymnastic instructor on Rs. 15 a month, and physical exercises receive some encouragement, but the man does not know what is required of him and is not efficient. A little training would make him very useful.

"In the Montgomery district alone physical education receives no encouragement whatever.

"Physical education is hardly encouraged to the extent it should be in the Middle schools of the the Lahore district, while in the Primary schools it is generally neglected.

"Physical education in the Amritsar district is making satisfactory progress under Rám Singh, the gymnastic instructor. He is always on tour from one Middle school to another, spending a week or ten days at each of the schools in the district.

"In the Gurdáspur district physical education is receiving attention in some of the Middle schools, but not systematically. The appointment of an instructor of gymnastics, whenever the funds of the district will admit of such an expenditure, will alone ensure a proper development in this direction."

Ráwalpindí Circle.—"Some advancement has been made during the year in the encouragement of physical training in schools, by the supply of gymnastic apparatus in many of the Secondary Anglo-Vernacular and Vernacular schools in the circle. The game of cricket is carried on in most, if not all, of the English schools, and in January last, immediately after the Middle School examination, six or seven cricket teams joined in the first regular cricket tournament which, I believe, has taken place in the circle, and competed for a Jubilee Cricket Belt, which was won for the year by the Mission school at Gujrát. Out-door sports amongst natives, like other pursuits, require competition to keep them alive and maintain their regular continuance. Native boys have a natural love for games of any kind, and show great enthusiasm at play, when they can collect amongst themselves, or obtain from elsewhere, sufficient funds to provide themselves with cricket gear, a football, or hockey sticks. The principal means, however, of keeping up this enthusiasm and of inducing the boys to purchase for themselves all the requisites for their sports, is by gathering them together and making them join in competition at annual tournaments, but the expenses, which would have to be incurred by the journey to and from the scene of the tournament, are more than the boys themselves can afford to pay. It is, this expenditure, which has always prevented the holding of sports tournaments for the whole circle, but the payment of it by the Local Bodies (District and Municipal) if they all contributed towards it, would leave a very insignificant amount to be borne by each of these bodies separately. I have accordingly adopted the suggestion, made at the last Educational Conference, of 'urging Local Bodies to grant funds for public competitions,' and have asked each of them to grant annually a sum of Rs. 12. The subscription was pitched at this low amount in order to enable the smallest Municipal body to contribute towards an 'annual sports tournament,' for competitions not merely in cricket but also in running, jumping, throwing the cricket ball and other such feats."

Deraját Circle.—"The physical training, which is an important branch of education, needs encouragement in the schools of this circle. With the exception of the Anglo-Vernacular schools at Dera Ghází Khán, Muzaffargarh and Dera Isma'íl Khán, where something is done to improve the physique

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of our students, physical education is entirely neglected. In my inspection reports of the districts, I have recommended a supply of gymnastic apparatus in Middle schools, and a systematic introduction of simple, inexpensive country games into Primary schools."

School teachers as Post Masters.

187. The employment of school teachers as Post Masters appears to meet with success in almost all cases where the experiment has been tried, and does not seem to interfere with the work of the schools.

Schools in Native States.

188. The statistics supplied by the Native States of Patiála, Bahâwalpur, Jínd, Kapúrthala and Farídkot are printed as Appendix D, and the table below contains a summary of these statistics :—

Details.	Patiála.	Bahâwalpur.	Jínd.	Kapúrthala.	Farídkot.	Total.
Arts Colleges	1	...	...	...	...	1
Secondary Public schools ...	16	8	1	5	...	29
Primary Public schools	100	37	4	29	...	170
Scholars at Public schools ...	5,438	1,983	208	2,047		9,676
" in High department ...	42	62	...	27	...	131
" in Middle department	226	668	4	205	...	1,103
" Primary department	5,159	1,253	204	1,715	...	8,331
" Learning English ...	1,193	326	16	309	...	1,844
Indigenous Schools. Advanced ...	...	59	...	16	1	76
Indigenous Schools. Elementary ...	104	361	6	156	2	629
Indigenous Scholars. Advanced ...	...	465	...	155	46	666
Indigenous Scholars. Elementary ..	1,435	2,274	78	1,275	102	5,164
Scholars in all schools	6,873	4,722	286	3,477	148	15,506
Total population	1,467,433	573,494	249,862	252,617	97,034	2,640,440
Souls per scholar in public schools	270	289	1,201	123	...	273
Souls per scholar in all schools	213	121	873	73	656	170

The returns for Patiála were not received in time for incorporation in my last report. The statistics supplied by the other States show no changes of importance. For the Entrance examination of the Punjab University there were 33 candidates, but the final result is not yet known. In the previous year there were 32 candidates, of whom 13* were successful. In the Middle School examination the number of successful candidates has risen from 25 to 73, of whom 45 passed the Anglo-Vernacular and 28 the Vernacular examination.

* Including passes from the Patiála State.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

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SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

189. The Principal's report on the Central Training College is given as Appendix E.

Central Training College, Lahore.

190. The College contained at the close of the year 70 students, being approximately the same number as at the end of the previous year. Of these, 25 were in the Senior English class, in which teachers are trained for work in Secondary Anglo-Vernacular schools; 14 were in the Junior English class which is maintained for the supply of teachers to the Primary departments of Anglo-Vernacular schools; and 31 attended the Senior Vernacular class, in which men are trained for employment in the Secondary departments of Vernacular schools. The Junior Vernacular classes, in which teachers are trained for employment in Primary schools and departments are maintained in the Normal schools.

Number of scholars.

191. For the Senior Anglo-Vernacular Certificate examination there were 22 candidates, of whom 15 were successful; 9 passing in the first and 6 in the second division. In the previous year there were 13 candidates who all passed, 10 in the first division. The failures on the present occasion are attributed by the Principal partly to the fact that some of the students had not completed the course, having left the College during the term to take employment, and partly to the increased difficulty of the examination in Science. There was one failure only in other subjects.

Results of examinations of students in the Central Training College.

Senior Anglo-Vernacular Certificate examination.

192. For the Junior Anglo-Vernacular Certificate examination there were 14 candidates, of whom 10 were successful, 2 being placed in the first, and 8 in the second division. In the previous year there were 8 candidates who all passed, but one only was placed in the first division.

Junior Anglo-Vernacular Certificate examination.

193. Since this examination was held the Principal has carried out a more thorough separation of the two English classes, and has brought the course of instruction for the junior class into greater conformity with the scheme originally laid down. This measure, of which the advantages were explained in para. 98 of my last report, has been attended with the best results.

Separation of the two English classes.

194. For the Senior Vernacular Certificate examination, there were 32 candidates, of whom 15 were successful, against 31, of whom 22 were successful in the previous year; in each case one student was placed in the first division. Here also the difficulty of the Science examination has caused some failures.

Senior Vernacular Certificate examination.

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Training Institutions for Masters.

Race and creed of passed students.

195. Of the successful candidates for the Anglo-Vernacular Certificate examinations 15 were Hindús, 7 Sikhs and 3 only Muhammadans; two of the latter obtaining Senior Certificates, and one a Junior Certificate. Of those who obtained Senior Vernacular Certificates, 5 were Hindús, 2 were Sikhs and 8 Muhammadans.

Composition of classes and qualifications required of candidates for admission to them.

196. The classes are composed partly of students, who hold no appointment, and partly of teachers sent in for training. For admission to the Senior English class a man is required to have passed the Intermediate examination or to have attended an Arts College for two years after passing the Entrance examination; and for admission to the Junior English class he must have passed the Entrance examination on the Arts side. A candidate for admission to the Senior Vernacular class is required to have passed the Entrance Examination of the Punjab University on the Oriental side or the Junior Certificate examination, and those who have passed the Intermediate examination are preferred.

Qualifications required for admission to the classes will be raised in future.

197. The standard of attainments required for admission to the various classes will be raised as opportunity offers. The teachers sent in for instruction have not always been judiciously selected; and the Principal has been directed to admit none, who are not in every way fitted to profit to the fullest extent by the training they receive. The attention of the Inspectors also has been drawn to this subject.

Account of men trained in the Central Training College.

198. Of the men who have been trained in the College, I hear generally the best accounts; and it is satisfactory to find that the demand for trained teachers is steadily increasing, and that those who have obtained certificates readily find employment.

Necessity of reorganising the College staff to provide for additional training in science.

199. Probably some changes will be necessary in the existing organisation of the College, with the view of providing additional training in science. All students should go through an elementary course as at present; but special courses and more advanced instruction are required for selected students. This subject will be taken up in connexion with the recommendation of the Committee on technical education

Central Model school, Lahore.

Proposed addition of a High department.

200. The Central Model school attached to the Training College continues to do good work and to show satisfactory results. I am anxious, if possible, to add a High department and to organise it in such a manner as to provide scientific instruction of the kind contemplated by the Committee, on Technical education. But it would be premature to discuss this question pending the receipt of the Committee's report.

Government Normal schools.

201. There were formerly three Normal schools at Delhi, Lahore and Ráwalpindí; these have now been thoroughly reorganised, and towards the latter part of the year a fourth Normal school was opened at Jullundur. Arrangements have been made also to raise the number of stipendiary students from 170 to 300. New buildings are in course of construction at Ráwalpindí and Jullundur for the accommodation of the Normal schools at those stations, which are at present located in hired buildings that are not altogether suited to the purpose.

Scholars and expenditure.

202. The number of students attending the Normal schools at the close of the year was 244 against 151 at the end of the previous year. The expenditure amounted to Rs. 11,448 on establishments, and Rs. 10,270 on stipends, which shows a reduction since the previous year, owing to the fact that these institutions were for some time in a transition state.

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Training Institutions for Masters.

Results of examination.

203. For the Junior Certificate examination there were 134 candidates, of whom 101 passed, against 143 candidates and 102 passes in the previous year. Of the successful candidates 29 were placed in the first division, 43 were Hindús, 15 Sikhs and 43 Muhammadans.

Extracts from Mr. Bell's report on the Lahore Normal School.

204. The following extracts are from the report of the Principal of the Central Training College, under whose general supervision the Lahore Normal School has been placed :—

"Of the 60 students on the roll on the 31st of March 1887, 34 are teachers and 26 stipendiaries. Of the 60—23 are Hindús, 36 Muhammadans and 1 a Sikh.

Work of session.

"A most systematic course of House-examinations has been carried on during the whole session by the Head Master, Umr-ud-dín, who although new to the work of a Normal school, has far exceeded my expectations of the capability he might show for such work. Careful records have been kept of each student's work and submitted to me, and it was satisfactory to see how the most ignorant of the students gradually progressed.

"I appointed Lálá Badrí Parshád to teach geography, and under my directions he has been able to teach them in a way that most influence their work as teachers most favourably. Every student had regular exercise in map-drawing on the black-board, and any one of them can draw a fairly good map of India, the Punjab, and the more important districts.

"Pandit Ralá Rám is an excellent teacher of mathematics. He has especially merited praise for his method of teaching practical mensuration, going out into the fields with his pupils for this purpose.

"The Head Master has devoted much care to his criticism lessons and object teaching. A cabinet has been obtained and is being gradually stocked with specimens of grains, fruits, etc., for the illustration of object lessons.

"Weekly model lessons and lectures on practical work have been delivered by Bábú Harí Singh, the Head Master of the Model school.

"The additions to the library have proved of great advantage to the masters.

"A debating club for the discussion of matters connected with education has been kept up during the session under the presidency of Harí Singh.

"New map-stands and black-boards have been provided. In fact, almost every suggestion made in my report on Normal schools has been most carefully attended to.

Physical training.

"Part of the gymnastic apparatus has been erected in the Hazúrí Bágh, and it is a standing order that every student shall take half-an-hour's exercise every evening in the presence of the Superintendent; some practise on the bars, others with native clubs, etc. This physical training has been extended to the pupils of the Model school, and it is an interesting sight to see the little pupils going through calisthenic exercises, the words of command being given by one of the pupils themselves.

"The Boarding-house has been rather inconveniently filled this session, and to this I attribute the fact that the health of the students has not been nearly so satisfactory. As several empty rooms on the northern side of the Hazúrí Bágh have now been handed over to us, the want of accommodation will no longer be felt. At present, however, these additional rooms are in such bad repair as to be uninhabitable. The conduct of the boarders has been satisfactory, and a very strict code of rules has been drawn up for their observance.

Model School.

"As the masters in this school (Bábús Harí Singh and Mohan Singh) have been trained by myself, I have been able to secure a system of work which seems to me very likely to produce good results.

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Training Institutions for Masters

"The time-table has been so arranged that 16 of the Normal school students do work in the Model School weekly. Every one works under the eye of the Head Master, and occasionally he merely stands by, while the Head Master shows him how a certain lesson should be taught. Their work during *each hour* is recorded along with the Head Master's opinion and submitted to me on my visits. In addition to this, every student submits weekly a tabular statement of the work which he has done during the week, so that the Head Master may test whether or not the pupils have really learned what the student is supposed to have taught.

"A feature of the year's work has been an endeavour made by myself to introduce drawing for the youngest classes. Good progress has been made, and many of the pupils can reproduce skilfully the simpler geometrical figures, outlines of common objects, etc."

The Aided Normal school and Training College Amritsar.

205. It was reported last year, that the Normal school and Training College at Amritsar, lately under the management of the Christian Vernacular Education Society, had been taken over by the Church Missionary Society; and that the Home Committee of the latter Society had decided to give up the institution. An effort was made to induce them to reconsider their decision; but this, I regret to say, has proved unsuccessful. During the year under report two students of this institution went up for the Junior Anglo-Vernacular Certificate examination of whom one was successful, 6 for the Senior Vernacular Certificate examination, of whom one was successful, and 19 for the Junior Vernacular Certificate examination of whom 8 were successful.

SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES.

Female Normal schools.

206. There are two Normal schools for native female teachers. One at Delhi, under the S. P. G. Mission, the other at Amritsar under a Committee consisting chiefly of native gentlemen. There is also another institution at Delhi, which is intended to train European girls for Zanána work. The Normal schools for native teachers were inspected by Miss Greenfield, and that for European girls by the Inspector of the Circle.

Description of students reading in Female Normal schools.

207. Candidates for admission to Normal schools for masters are required, as already stated, to have passed the Middle School examination, for which a three years' course of study is prescribed after the completion of that followed in Primary schools. The students, therefore, have received, before admission, a general education, which enables them to profit by the technical instruction and the professional training that is imparted in the Normal schools. The Normal schools for native female teachers are of a very different character, and contain few students who have completed even the Primary course. Until it is possible to maintain female Normal schools or classes regularly supplied with students, who have previously received a fairly good elementary education, there can be no native teachers in the Province, except a few Christians, who are properly qualified for the charge of female Primary schools.

Delhi Female Normal school.

208. The Normal school under the S. P. G. contained, at the close of the year, 8 students, all native Christians, against 14 at the end of the previous year. The expenditure amounted to Rs. 1,513, of which Government contributed Rs. 480. Miss Greenfield has not made any distinction between the Normal school and the Primary school attached to it. She reports that two girls passed the Upper Primary, and two the Lower Primary examination, and that fifteen were promoted to the 5th or highest Primary class, so that there should be a fair number of candidates for the Upper Primary examination this year. A Middle

school class also, consisting of three girls, had been formed. Nothing is said with regard to the technical instruction of the Normal school proper.

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Training Institutions for Mistresses.

Amritsar Female Normal school.

209. The Amritsar Normal school is recruited by girls from the branch schools attached to it. At the time of inspection, it contained 37 students, of whom 25 were reading Urdú and Persian, or Urdú only, and 12 Hindí in the Nágrí character. There were 10 candidates for the Upper Primary, and 25 for the Lower Primary examination. The former all passed; and 22 of the latter were successful, whilst 3 failed in writing. No account has been received as to the character of the technical instruction imparted. Considered as a Vernacular Primary school, this is the most successful female school in the Province. It has also supplied a larger number of female teachers than any other school; and numerous branch schools in the city are taught by women educated in this institution. Mrs. Rodgers, the Lady Superintendent, has achieved as much as was possible under the prevailing conditions; and her efforts have met with a degree of success that has not yet been attained elsewhere. I hope that arrangements may be effected to carry on the students to a higher standard, and that the institution may eventually be able to train teachers as efficient as those who are now supplied by the Normal schools for masters. To effect this, it will be necessary to strengthen the staff.

Management and maintenance of Amritsar Female Normal school.

210. This school, though under the management of an independent Committee and treated as an Aided school, is maintained wholly from public funds. It received a grant of Rs 4,504 from Provincial revenues, and a contribution of Rs. 1,200 from the Municipality.

European Training School, Delhi.

211. The school for European Zanána teachers contained two students, and one has since joined. The expenditure amounted to Rs. 1,238, of which Rs. 360 were contributed from Provincial revenues. The Inspector considers that the senior student will have a fair chance of success at the next Middle school examination. The attainments of the other two, especially of the student who has recently joined, are inferior.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.

Lahore Medical School.

212. The Lahore Medical school contained, at the close of the year, 143 students, and the expenditure amounted to Rs. 9,900. A separation between the school and College department has, as already explained, been effected during the year; and an account of the whole institution will be found under the head of the Lahore Medical College in Chapter III.

Law School Lahore.

213. The Law school maintained by the Punjab University contained 71 students, against 57 at the end of the previous year. The expenditure amounted to Rs. 4,109 against Rs. 5,284 in 1885-86. The income from fees, amounting to Rs. 2,195, was approximately the same as in the previous year.

Results of Law examinations of students from the Law School.

214. Pass marks were obtained by 4 candidates out of 12 who went up from this institution for the final examination in law, by 6 out of 8 of those who appeared at the first examination, and by 9 out of 18 of those who went up for the preliminary examination. Certificates for the final examination have, however, been withheld, in consequence of the scandals that have recently come to notice.

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Institutions for Technical Training.

The Mayo school of Art

215. The Principal's report on the Mayo School of Industrial Art will be found in Appendix F.

The attendance has improved during the year, and the school contained at its close 82 students, or approximately the same number as at the end of 1884-85.

Obstacles to success.

216. The Principal remarks that the care and pains spent on the school have only half the effect that might be produced on better material. Candidates for admission, who have received any literary education, have no idea of drawing, no knowledge of any craft, and no taste for art; and it is idle to expect that any thing can be made of such students as these, who generally leave after a short attendance. Sons of artisans, on the other hand, who possess some of the qualifications required in Art students, are wholly illiterate, have been subjected to no regular discipline, and are wanting in punctuality, neatness and regularity. The recommendations of the Technical Committee, if accepted by Government, will, I hope, in a few years produce a great change in this respect, and be the means of supplying the School of Art with students who have received a fair elementary education, and acquired some technical skill before their admission to the school.

Trained students turned out by the school.

217. Two youths sent for training from the Kasúr Industrial school have returned during the year. One of these obtained a prize for a design for a carpet exhibited at the Simla Art Exhibition. Two men sent in by the Rája of Nábha have returned to the State. One student has been engaged as a lithographic draughtsman and wood engraver in the Government Press. Two are to join the Archæological Survey, after some further training.

Recognition of the school at the Colonial and Indian exhibition, and praise received from other quarters

218. Six medals were awarded to the staff of the school, and three to students, in recognition of their services in connexion with the Colonial and Indian exhibition; and the Principal refers with satisfaction to a congratulatory letter which he has received from the Director of the Royal Polytechnic Academy and Museum of Berlin.

Some description of the work done by the students.

219. The students have been engaged also in the execution of designs for the use of the workmen of Hoshiárpur, designs for *koft* work, architectural details for the Department of Public Works and other things. Something is earned for the school by work of this description; but it is found undesirable in most cases to make any charge.

A medal founded for the school.

220. Lálá Karm Chand of Amritsar has offered a Jubilee silver medal, to be awarded annually for the best architectural drawing produced in the school.

Industrial schools

221. The Industrial school at Hoshiárpur has been abolished, and there are now six schools only in existence. The number of students, however, and the expenditure have both more than doubled. There were, at the close of the year, 222 students, more than half of whom belonged to the Municipal school at Amritsar, and the expenditure amounted to Rs. 8,673. The greater part of this charge was paid by Municipalities, which contributed Rs. 6,021. A grant of Rs. 180 was paid from Provincial revenues, Rs. 32 from District funds, and the balance of Rs. 2,440 from other sources.

The future of Industrial schools.

222. The information supplied regarding these schools is somewhat meagre. They will, I trust, be properly organised, and placed eventually under the supervision of the Principal of the School of Art. It is, however, useless to discuss the question of technical education until the orders of Government have been passed on the Committee's report.

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Institutions for Technical Training.

Extracts from the reports of Inspectors

223. The following remarks are taken from the Inspectors' reports :—

Delhi Circle—"There is also an Industrial school at Delhi maintained by the Municipal Board. The rolls of this school bear 46 names and the average attendance is 35.

"The Municipality gives Rs. 34 per mensem in scholarships to boys, who learn carying on wood and ivory, carpeting and other useful works. Some very good specimens of their workmanship may be seen on the school premises. Besides the money given away in scholarships the Municipal Fund pays a good deal to the teachers of the several fine arts taught in school.

"A Managing Committee, of which Muhammad Ikrámulla Khán is the Honorary Secretary, has charge of this useful institution. The total cost of the school amounted during the year to Rs. 2,089.

"The girls' school is under the management of the S. P. G. Mission. It contained at the close of the year 15 girls the same as at the end of last year. The total cost amounted to Rs. 669, of which Rs. 180, were provided from the Provincial Revenues and Rs. 489, from Mission Funds. The pupils, all Musalmáns, are taught lace making and embroidery. The school is not worth keeping up as an industrial institution.

"The work which the girls are required to do in school is done in almost every poor Musalmán family at Delhi. The expenditure is more than reasonable. An Industrial school of the class, can, I think, be fully maintained at a cost amounting to less than the aid the school receives from Government."

Jullundur Circle—"Another institution for special education exists in this circle in the shape of an Industrial school for boys, attached to the Christian Boys Boarding school at Ludhiána. There are only seven boys, all Muhammadans, in this Industrial school, and all learn *dari* and carpet weaving, though the Superintendent, Mr. McComb, has been endeavouring to introduce other trades, such as carpentry, shoemaking, &c."

Lahore Circle—(Kasúr Industrial school)—"The total expenditure amounted to Rs. 1,447, of which Provincial revenues contributed nothing, Rs. 32 was given by the District funds, Rs. 462 by Municipal Boards, and Rs. 953 was collected by subscriptions. As the institution was noticed in the last reports and has not been inspected during the year, I confine my remarks to what is given in the statistics supplied to my office, which show that 6 of the pupils receive instruction in carpet-weaving; five *dari* weaving; one *lungi* weaving; embroidery 3, and saddlery 1.

"The Amritsar Industrial school, maintained chiefly by Municipal funds, is shown for the first time in the statistics.

"The institution had, at the close of the year, 124 pupils with an average attendance of 102. Of these 6 were Turners, 8 Engravers, 32 Painters, 5 Masons, 38 Drawing and Decorators, 19 Ironsmiths and 64 Carpenters."

Deraját Circle—"The unaided Industrial school, shewn in the last year's report still exists in connection with the Mission school at Bannú. There are now 16 boys learning in it, 12 carpentry and 4 carpet weavin. Of these again, 8 learn English and 9 learn Urdú; 11 of the pupils are Muhammadans, 3 Sikhs and 2 Hindús. The expenditure of the school, shown under the head of "Endowments and other sources" is this year Rs. 850, against Rs. 680 in the previous year."

Veterinary School, Lahore.

224. No report is furnished to the Department by the Veterinary School. The statistics shew that it contained 76 students, against 83 at the end of the previous year. The expenditure had risen from Rs. 24,800 to Rs. 26,156. Of the latter amount, Rs. 5,556 were paid from Provincial revenues and the remainder from Imperial funds.

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

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Secondary schools for Native girls.

225. At the end of 1885-86 there were four Secondary schools for Native girls. Three of these were Anglo-Vernacular Boarding schools for Christians, and the fourth a Mission day-school at Jullundur attended by Muhammadans. The Christian schools remain unchanged and are situated at Ludhiána, Amritsar and Lahore. The Jullundur school has been reduced to the Primary grade, as anticipated in my last report; whilst the Central Female school at Lahore, which was last year included amongst Primary schools, has now been raised to the Secondary grade under the name of the Victoria school. There are, therefore, still four Secondary schools. The number of scholars has risen in the High department from 4 to 6, in the Middle department from 20 to 30, and in the Upper Primary from 40 to 88. In the Lower Primary department there were 165 girls, being a decrease of four. The total number had risen from 233 to 289.

Scholars in Secondary schools.

Results of Entrance examinations.

226. The three Christian schools contained 185 girls, of whom 31 had advanced beyond the Primary stage. In 1885-86 two girls from the Alexandra school at Amritsar were successful in the Entrance examination of the Calcutta University, and one from the Christian Girls' school at Lahore passed the Entrance examination of the Punjab University. In the recent Calcutta examination one student of the Alexandra school was successful, and one of the Lahore Christian Girls' school obtained pass marks in the Punjab Entrance examination.

Results of Middle School examination.

227. For the Middle School examination, the Christain Girls' Boarding school at Ludhiána supplied one successful candidate, the Alexandra school two, and the Christian Girls' school at Lahore three. Besides these, two Hindú girls, belonging to the Zanána classes of the Baptist Mission passed the examination. They were taught partly by their own father, an Honorary Magistrate of the city of Delhi. This is the first time that any girls who are not Christians have passed an examination above the Upper Primary standard. Altogether eight girls passed, against three in the previous year.

Results of Upper Primary and Lower Primary examinations.

228. For the Upper Primary examination, the Christian Girls' school at Ludhiána supplied 15 successful candidates, the Christian Girls' school at Lahore 7, the Alexandra school at Amritsar 4, and the Victoria school 10; whilst 25 girls from the Ludhiána school, 4 from the Christian school at Lahore, 8 from the Alexandra school at Amritsar, and six from the Victoria school were successful in the Lower Primary examination.

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Female Education (Natives)

Transfer of the management of the Central Female school, Lahore, from the Siksha Sabhá to the Punjab Association.

229. The Central Female school, now known as the Victoria school, was formerly under the Sikhshá Sabhá or Female School Committee of Lahore, a society established in the time of Sir Robert Montgomery. During the year under report, the Punjab Association, in aid of social progress and education in India, has been set on foot under the patronage of their Royal Highnesses the Duke and Duchess of Connaught and the ruling Chiefs of the Punjab, as a branch of the National Indian Association, which has its head-quarters in London. The Sikhshá Sabhá has been merged in the new Association, which has assumed charge of the Central Female school and the branches attached to it, and receives the grant-in-aid that was formerly given to the old society. Some of the Native Chiefs have extended their liberal support to the Association, more especially His Highness the Maharája of Patiála, who has subscribed the munificent sum of Rs. 20,000. Sir Charles Aitchison and Lady Aitchison were the first Presidents of the Council and of the Ladies' Committee, and their places have now been taken by Mr. and Mrs. Lyall. Most of the principal officers of Government and many native gentlemen of influence have joined the Association.

Reorganisation of the Central Female school.

230. The first matter to which the Association turned its attention was the reorganisation of the Central Female school, or the Victoria school as it is now called. This institution has been placed under a native lady trained in England, and a Secondary department was organised towards the close of the year. The returns show only five girls reading in the Middle stage; but the number has since been raised to 16, who form the first or lowest class of the Middle department. It is hoped that arrangements will shortly be effected for the erection of a more suitable building than that in which the school is now held, with a boarding house attached to it; and that scholarships will be provided, in order to enable intelligent girls from different parts of the Province to complete their education at Lahore. The main object in view is to provide a thoroughly sound education calculated to supply students qualified to join the Medical College, or to become teachers in female schools.

Description of certain students reading beyond the Primary stage.

231. It is reported that three girls in the Jullundur school (which was reduced to the Primary grade for want of pupils in the Secondary department,) had advanced beyond the Primary stage at the close of the year; and I hope that it may soon be possible to establish a Middle department on a sound footing. The Ferozepore Orphanage also contained two girls who had advanced beyond the Primary stage.

Expenditure on Secondary girls' schools.

232. The expenditure on Secondary schools amounted to Rs. 25,171, of which Rs. 8,788 were paid from Provincial revenues and Rs. 776 from Municipal funds. Fees amounted to Rs. 5,319, and contributions from other sources to Rs. 10,288. Fees are confined to the Mission Boarding schools, which are attended chiefly by the daughters of Native Christians of the higher class.

The expenditure has increased by Rs. 7,765, owing to an additional charge of about Rs. 4,000 for the Alexandra school, and the inclusion amongst schools for Secondary education of the Victoria school, which was shown till recently in the Primary grade.

Primary schools for girls.

233. The following table shows the number and distribution of Primary schools at the close of the year :—

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Female Education (Natives.)

Class of Schools.	No. of schools.	No. of scholars in Upper Primary stage.	No. of scholars in Lower Primary stage.	No. of scholars in Total.	Successful in Upper Primary school examination.	Successful in Lower Primary school examination.
Departmental	..	...	..	...	...	...
Under other Departments .	1	3	51	54	.	2
District Board	54	62	1,274	1,336	17	100
Municipal Board	74	69	2,023	2,092		
Aided Schools	158	83	5,902	5,985	13	169
Unaided Schools	16	16	378	394	..	11
Total	303	233	9,628	9,861	30	282

Increase in the number of schools and scholars.

234. The number of schools has risen from 290 to 303, the number of scholars from 9,151 to 9,861, and the number in the Upper Primary department from 175 to 233.

Schools closed and schools newly established.

235. Of the Primary schools in existence at the close of the previous year, six Board schools, eight Aided schools and one Unaided school have been abolished, and one Aided school has been transferred to the list of Secondary schools. On the other hand, there are five new Board schools, seven new Aided schools, and sixteen Unaided schools newly established or newly brought on to the returns, and one Aided school has been reduced from the Secondary to the Primary grade. It will be observed that the Unaided schools alone have increased in number, though the number of scholars has risen in schools of every description. Of the Unaided schools brought on to the returns, one is in Delhi, and the other 15 are in the Jullundur district.

The Anglo-Vernacular Girls' school at Lahore.

236. The Anglo-Vernacular school at Lahore was specially mentioned in my last report. It is attended by the children of Government officials and other persons of good social standing. It was established in 1885, and contained, when inspected in 1886, twenty-six pupils, of whom six passed the Lower Primary examination. These, with another girl who has since joined have been recently promoted to the class preparing for the Upper Primary examination, and six girls have been successful this year also in the Lower Primary examination. There were 44 girls on the rolls at the close of the year. The school deserves special notice, first because it was established by native gentlemen in a respectable position for the education of their own daughters, and secondly on account of the rapid progress made by the girls. Though this institution is called the Anglo-Vernacular school, the study of English has not yet been introduced. The Managers, I believe, intend to apply for a grant-in-aid, and the school has received during a portion of the past year a contribution of Rs. 20 per mensem from the Punjab Association.

Statistics of Board and Aided Primary schools.

237. It will be seen from the table given above, that Board schools contained 3,428 pupils, of whom 131 were in the Upper Primary department; and that they supplied 17 successful candidates for the Upper Primary and 100 for the Lower Primary examination. The average cost of educating each pupil was Rs. 4-12-4. Aided schools contained 5,985 girls, of whom 85 were in the Upper Primary department; and they supplied 13 successful candidates for the Upper Primary and 169 for the

Lower Primary examination. The average cost of educating each pupil in Aided schools was Rs. 11-6-5.

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Female Education (Natives).

238. The Boards schools in the Jullundur district contain a larger number of pupils in the Upper Primary department than the schools of any other district. They passed more girls by the Primary standards than most schools, but the number was small as compared with the numbers on the rolls.

Board schools in the Jullundur district.

239. Amongst the most promising Board schools, are those at Gujránwála, which have had during the year the advantage of being under the superintendence of Mrs. Steel, whose services in the cause of female education are well known throughout the province. Fourteen girls were successful in the recent Lower Primary examination out of 226 whose names were borne on the rolls at the time of the inspection. This is not a large proportion; but the schools have been very recently taken in hand, and I hear that as many as 50 are preparing for the next examination.

Board schools at Gujránwála.

If the Municipal Committee, who have shown generally a great interest in educational affairs, will strive to maintain the present rate of progress when Mrs. Steel's kindly influence is removed, the schools ought to take a high place amongst the female schools of the province. The town is honourably known for the very large proportion of boys of a school-going age who are under instruction; and I hope the Municipal authorities will strive to win equal distinction in the promotion of female education.

240. The branch schools attached to the Normal school under the Female School Committee at Amritsar are much more numerously attended than any other group of schools, and contained nearly 1,000 pupils. They supplied 82 of the successful candidates for the Lower Primary examination, or nearly half the number sent up from all the Aided Primary schools in the province. These schools have not generally the means of teaching beyond the Lower Primary standard; but many of the girls join the Normal school. The Church Mission and Lady Lawrence schools hold the second place as regards the number of passes; whilst the proportion of successful candidates, as compared with the number on the rolls, is much higher.

Female schools in the city of Amritsar.

241. The expenditure on Primary schools amounted to Rs. 83,137, of which Rs. 17,453 were paid from Provincial revenues, Rs. 8,271 from District funds, and Rs. 12,645 from Municipal funds, making Rs. 38,369 in all from public funds. Fees amounted to Rs. 413, and contributions from other sources to Rs. 44,355. There has been a reduction of about Rs. 5,000 in the expenditure from public funds, and a similar increase in that from other sources, including subscriptions, &c., &c.

Expenditure on Primary schools.

242. Including the Primary departments of Secondary schools, there were, at the close of the year, 10,114 girls in the Primary stages, being an increase of 746 since the previous year. The number in the Upper Primary department has risen from 223 to 321, and the number in the Lower Primary from 9,145 to 9,793. The total number of girls who passed the Upper Primary examination has risen from 26 to 78, and the number successful in the Lower Primary examination from 112 to 352, including 12 students who went up for the former examination and 24 who appeared at the latter from the two Normal schools for native mistresses described in the last Chapter.

Number of girls under Primary instruction, including those attending Primary depratments of Secondary schools.

Results of Primary examinations.

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Female Education (Natives).

Reduction in the standards of the Primary examinations for girls.

General progress of female education.

243. The standard of the Primary examinations for girls has been somewhat reduced during the year under report; but making allowance for this circumstance, it is most satisfactory to find that the number of passes, though still very small, is more than treble that of the previous year, and that there is a substantial increase in the proportion of girls in the Upper Primary department.

Measures for the extension of female education.

244. I referred briefly in paras. 29 and 123 of my last report to the measures that had been decided on for the improvement of female education. A special assignment of Rs. 13,800 per annum has been provided to carry out these measures; but for the reasons stated in the introductory chapter, no attempt was made to put them in force until the latter part of the year; and there has not yet been time to see their effect. Much will depend on the zeal and the tact of inspecting officers, and much also on the interest displayed by local officers; but I feel convinced that, if worked with energy and intelligence, the new arrangements will produce great results.

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EUROPEANS AND EURASIANS

Public schools for Europeans and number of scholars

245. There were at the close of the year 21 public schools for Europeans, containing 1,482 scholars. There were 5 Secondary and 2 Primary boys' schools, or 7 in all, with 660 scholars including 32 girls; and 7 Secondary and 7 Primary girls' schools, or 14 in all, with 822 scholars. The returns show a reduction amongst boys' schools of one school and 57 scholars, and amongst girls' schools of one school and 22 scholars. The reduction in boys' schools is due to the fact that the St. Thomas' College, a Roman Catholic Institution at Murree, containing 63 scholars, was closed during the year for want of funds. The station schools for boys and girls at Ráwalpindí have been amalgamated, and the whole institution is returned as a boys' school, and this has caused a reduction of one in the number of female schools shown in the returns.

Classification.

246. There were 33 boys in the High stage, 176 in the Middle, 191 in the Upper Primary and 260 in the Lower Primary, the corresponding numbers for the previous year being 48, 171, 186 and 312. Of the girls, 117 were in the Middle stage, being an increase of 40; there were 221 in the Upper Primary stage, being an increase of 6; and 484 were in the Lower Primary stage, being a reduction of 68.

Private schools.

247. The returns of private schools not subject to the Code that have been supplied by Deputy Commissioners are defective. They show 8 schools with 122 scholars of whom 58 are boys and 64 girls.

Expenditure on tuition

248. The expenditure on account of tuitional charges amounted to Rs. 68,254 on boys' schools, and Rs 91,338 on girls' schools, or Rs. 1,59,592 in all. There has been a reduction of Rs. 7,203 in the expenditure on boys' schools due mainly to the abolition of St. Thomas' College, and an increase of Rs. 390 in that on girls' schools; so that the total expenditure is less by Rs 6,813 than in the previous year. Of the total expenditure Rs 19,093 were charged to Imperial revenues on account of tuitional charges in

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the Lawrence Asylum at Sanáwar; Rs. 61,889 were paid from Provincial revenues, Rs. 800 from Municipal funds, Rs. 50,486 from fees, and Rs. 27,324 from other sources.

Total Expenditure entered in returns.

249. The returns prescribed by the Government of India show a further expenditure of Rs. 86,331 from the Imperial revenues on account of charges other than tuitional at Sanáwar, and of Rs. 18,150 from Provincial revenues, of which the sum of Rs. 16,371 was spent on buildings, chiefly at Sanáwar. The total expenditure on European schools entered in the returns was Rs. 2,64,073, of which Rs. 1,86,263 were paid from public revenues.

Results of examinations.

250. One candidate from Bishop Cotton school passed the First Arts examination and out of 6 candidates from the same institution for the Entrance examination of the Calcutta University one was successful. The Lahore High school supplied 6 candidates for the Calcutta Entance examination, of whom 4 were successful. In the previous year 8 candidates passed the Entrance examination.

Examinations by standards.

251. The examination by standards in conformity with the new Code for European schools took place for the first time during the year under report; and there were consequently no candidates for the Middle School and the Upper and Lower Primary School examinations. Forty-nine candidates passed in the three elementary subjects by the seventh standard, which is the highest standard for the Middle stage, 180 passed by the fourth standard, the highest for the Upper Primary stage, and 188 by the second standard the highest for the Lower Primary stage. These numbers are much larger than the number of passes by the Middle School, Upper Primary and Lower Primary examinations in the previous year; but the comparison is hardly satisfactory as the compulsory subjects in the examinations last mentioned were not confined to reading, writing, and arithmetic; and the standard for the Primary examinations was much higher than it is under the new Code. The results, however, appear to be decidedly good on the whole.

Lawrence Asylums.

252. Amongst the institutions shown in the returns are included the boys' and girls' schools belonging to the Lawrence Asylums at Sanáwar and Murree.

Lawrence Asylum Sanáwar. Number of scholars.

253. The Lawrence Military Asylum at Sanáwar contained, at the time of inspection, 478 children, of whom 306 were boys and 172 girls; and though the numbers fell off towards the close of the year, perhaps, because the children about to be admitted were waiting for a favourable time to join, there were, I believe, over 500 scholars in attendance when I visited the Asylum in July last. The average strength, however, as reported by the Principal was 425.

Removals.

254. At the beginning of the year there were 461 children on the rolls. Of the boys 10 enlisted, 16 left to take employment, and 36 were removed by their friends or withdrawn, owing to regiments leaving India, and 6 died. Of the girls 5 entered service, 29 were removed by their friends or withdrawn, owing to regiments leaving India, and 3 died.

Instruction.

255. The results of the examinations were, on the whole, satisfactory. The schools would benefit much by the establishment of regular classes of pupil teachers, a measure which the Principal is anxious to carry out; but there seems to be some difficulty in finding scholars willing and qualified to serve.

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Technical instruction.

256. Many of the boys learn instrumental music, and they are eagerly sought after for regimental bands. During the year under report a class of telegraphy has been established which promises to be very successful; and printing also is taught to some of the boys. Proposals are under consideration for the introduction of instruction in carpentry. Drill is taught in a highly efficient manner.

Needle-work.

257. The girls are taught all kinds of plain needlework, cutting out, and the use of sewing and stocking machines, and they make up a very large portion of the clothing used in the Asylum.

Expenditure.

258. The total expenditure amounted to Rs. 1,13,223, of which all but Rs. 7,796 realised as school fees, was a charge against the Imperial revenues. The average cost of each child was Rs. 22-2-9, or about one rupee more than in the previous year. The charge, however, is far below the limit of Rs. 26 fixed by the Supreme Government.

The general arrangements of the Asylum are satisfactory and many improvements have been introduced by the Principal.

Lawrence Asylum, Murree. Number of scholars.

259. The Lawrence Memorial Asylum at Murree contained at the close of the year 160 children, of whom 88 were boys and 72 girls. At the end of the previous year there were 93 boys and 66 girls.

General progress.

260. The Inspector's examination showed very satisfactory results. In the girls' school none of the pupils of the ordinary school classes had advanced beyond the Upper Primary stage; but there was a very promising class of monitors. The Principal expected that some of these would become pupil teachers, and that others would hereafter enter on the study of medicine.

Drill, needle-work, etc.

261. The elder boys are volunteers, and the others are regularly drilled. There is a workshop at the Asylum; and many of the boys learn carpentry. All the clothes of the Asylum are made by the girls; and the elder girls receive regular instruction in cooking. The whole institution is in a thoroughly satisfactory condition in all respects.

Management and expenditure.

262. The Murree Asylum is under the management of a Committee composed partly of official members appointed by Government and partly of elected members. It receives a grant from Provincial revenues of Rs. 19,800 per annum. Last year the tuitional expenses amounted to Rs. 18,580, and the whole amount was charged to Provincial revenues. Any portion of the grant not expended on tuition is spent on boarding, the greater part of the expenditure on the latter account being met from the proceeds of endowments and subscriptions. The expenditure from private sources on boarding is not shown in the general returns; and I cannot state the total outlay on this account, as the report of the Principal for last year has not yet reached me; though I understand that it has been sent to the Press.

Aided schools for boys.

Bishop Cotton school.

Lahore High school.

263. The two High schools have both suffered during the year. In Bishop Cotton school there was a large increase in the number of boys; but the school was not well managed and got into financial difficulties, which led to the resignation of the Head Master; and the numbers fell off. The Inspector's report is, however, satisfactory; a new and experienced Head Master, who is a distinguished mathematician, has taken charge of the school; the number of boys has again risen, and the financial position has improved. The Lahore High school owed its success in a large measure to the late Head Master, who died after a protracted

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Europeans and Eurasians.

illness, during which the school fell off. A competent successor has now, however, taken his place; and there is every reason to hope that the school will soon be in as flourishing a position as before. The fifth school shown amongst Secondary schools for boys is the Station school at Ráwalpindí, which is really a mixed school, containing nearly as many girls as boys. It has, the Inspector reports, to maintain a struggle for existence owing to irregularity of attendance, owing to the liability of the parents, generally employés of the Railway, to be transferred from place to place. It is, however, doing useful work. It is classed as a Middle school owing to the fact that eight of the children have advanced beyond the reduced standard for Primary schools laid down in the new Code.

Ráwalpindí school.

Two Primary schools.

264. The two Primary schools for boys are, the Christ Church school at Simla which is in a flourishing condition, and the St. James' school at Lahore, a most useful institution for children of the poor, which provides for many boarders free of cost, and is reported, as regards progress in education, to be doing fairly well.

Aided schools for girls

Auckland House school.

265. There is at present no female school for European girls which contains a High department. It may be hoped, however, that this want will soon be supplied, as the Auckland House school at Simla, which derived great benefit from the able management of a lady, who kindly rendered her services gratuitously for a whole year, and took charge of the school during that period, has now been provided with a permanent Head Mistress, a talented lady who has lately joined from England, and is thoroughly competent to conduct a school of the highest standard.

Girls' High school, Lahore.

266. The institution known as the Girls' High school at Lahore, has at present no pupils who have advanced beyond the Middle standard. It was hoped that this school might be made to equal the Lahore High school for boys, but it is at a great disadvantage in having no property and no endowments of any kind, so that it is dependent altogether on tuition fees and the Government grant; whereas the boys' school possesses excellent accommodation. It is necessary to hire a house for the girls' school, and this is much too small for the object in view; hence the number of pupils is restricted and with it the income, whilst the rent is a great drag on the resources of the school.

The girls are very well taught, and the general arrangements are reported as excellent; but unless some means can be found of surmounting the difficulties above mentioned, it will, I fear, be quite impossible that the school can earn sufficient grants under the new Code to maintain it permanently in existence. During the first two years after the Code has come into operation, special grants may be given as already explained.

St. Denys' school.

267. The St. Denys' school at Murree is very well taught by sisters of St. Denys from Warminster. It has an excellent house, one of the best in the station; and arrangements are in progress to provide accommodation for a larger number of girls.

Three Convent schools, two Middle and one Primary.

268. There are three aided Roman Catholic schools, two of the Middle grade at Simla and Lahore, and a Primary school at Murree. Those at the two former stations are for orphans and the children of soldiers; and under the same management a Boarding school is in each case maintained for children of a higher class, but these have not been included in the returns. The Boarding school at Simla will receive a grant during the current year. These schools are taught by nuns belonging to the Society of Jesus and Mary, each convent being under a Lady Superior, who is subordinate to the Lady Provincial at Agra.

Europeans and Eurasians.

Mayo Industrial school.

269. The Mayo Industrial school is maintained for children of the poor; and nearly all the domestic work is performed by the girls themselves. They do not take up many class subjects; but those they do learn are well taught. A large proportion of the girls have advanced beyond the Upper Primary stage.

Primary schools for girls.

270. The Primary schools for girls include the Christ Church school at Simla, and the St. James' school at Lahore which are similar to the boys' schools bearing the same names, the Naulakha and Donald Town Railway school at Lahore, elementary schools at Delhi and Mooltan, and the Girls' school belonging to the Murree Asylum, and the Convent school at Murree which have been already mentioned.

Extracts from Inspectors' report.

271. The following remarks are taken from the Inspector's report:—

"The best schools are necesssarily those where the pupils are least migratory. The great cause of inefficiency in schools arises from the fact that parents, in this part of India at all events, are in the habit of frequently withdrawing their children from school after a short time. No less than 173 children out of a total of 1,151 examined by the standards were disqualified from earning a grant owing to insufficiency of attendance, in other words no less than 15 per cent. of children, actually at school, had not attended 240 school meetings consisting of 2 hours. The same is, however, the case in Bengal where the last report shows that 16 per cent. have been similarly disqualified. The Code of Regulations for European Schools in the Punjab was brought into operation during 1886. No difficulty arose from its introduction except in some instances where the Managers were not able to give an accurate account of the expenditure in their schools, owing to the introduction of the Manager's Return, which requires a separation of accounts under eight different heads, several of them being subdivided. This difficulty, however, will be overcome in future if a monthly abstract account is kept up in every school according to Form III printed in the Code pp. 62 and 63. Otherwise the Code, especially that part of it which deals with the standards of examination, has been attended by beneficial results. All the classes in the different schools have endeavoured to reach the prescribed standards, and succeeded fairly well in doing so. This was the easier of attainment as the Code standards are in many cases, especially as regards the girls' schools, below what was formerly prescribed.

"The chief departure in the present system of classification is visible in Primary schools. Those schools which were formerly called Primary schools, prepared pupils as far as the old Upper Primary examination, *i.e.*, up to and beyond the present fifth standard. In consequence, with their existing staff, several schools continuing their course of instruction have one or more Middle school classes, and thus appear as Middle schools instead of purely Primary schools."

Dr. Stulpnagel in his remarks, made after his inspection, says:—

"The highest percentage of passes has been naturally obtained in *Reading*. Still I am not quite satisfied with the method of teaching this subject. A reading-lesson ought to be something more than is attempted in the majority of schools, where a mechanical accuracy is all that is aimed at. In too many cases the subject matter of the lesson is neglected, and thus children pass from class to class without laying up that store of knowledge which might be obtained from their reading books supplemented by explanatory remarks of the teachers.

"In *arithmetic* the method, especially in girls' schools, is frequently defective. Even in the higher classes rules for working are hardly understood though sufficiently known to work out examples. In *English* the Code links together recitation of poetry or prose, and grammar. The former part has been generally attended to with care, and the eagerness of the children whilst reciting shows that they take a liking to this part of their school work. Grammar on the other hand is a weak subject, and requires the careful consideration of all teachers from the third classes upwards. Weakness in English grammar, as a rule, is reflected in boys' schools in imperfect knowledge of Latin and Urdú grammar when these subjects are taken up."

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Europeans and Eurasians.

"Comparing girls with boys presented for the same standards the former are found to excel in reading and writing, especially in the higher classes. Their readiness to put their thoughts on paper with facility becomes more noticeable in the VI and VII standards. On the other hand, they are generally inferior to boys in arithmetic. I am inclined to think this is not on account of want of power in learning, but the defective method employed on the part of their teachers. In recitation girls are better than boys, in grammar weaker, in history they are on a par. I cannot withhold here a justly deserved word of praise for the needlework in most schools; the Mayo school in Simla and the Girls' High school at Lahore, standing first."

SECTION B.—MUHAMMADANS.

Number of Hindús, Sikhs, and Muhammadans under instruction.

272. The following table shows the number of Hindús, Sikhs, and Muhammadans in attendance at the various educational institutions of the Province :—

Kind of Institutions.	Hindús.	Sikhs.	Muhammadans.
Boys.			
Arts Colleges, English	231	26	55
Oriental College	52	3	67
Medical "	44	...	9
Secondary schools	25,426	3,496	14,012
Primary schools	38,192	8,143	31,478
Training schools	170	26	158
School of Art	18	20	42
Medical school	65	13	59
Industrial schools	58	46	97
Other special schools	55	18	74
Total at Public schools	64,311	11,791	46,051
" Male population	3,883,915	639,460	5,639,845
" " " per scholar ...	60·4	54·2	122·5
Males between 5 and 15 years of age	981,349	152,533	1,524,237
" " " " per scholar	15·2	12 9	33·1
Scholars at private schools*	26,442	6,480	98 409
Total scholars at schools of all sorts	90,753	18,271	144,460
Total males per scholar	42·8	34·9	39·04
Males between 5 and 15 years of age per scholar	10·8	8·3	10·5
Girls.			
Secondary schools	56	13	36
Primary schools	3,715	1,738	4,100
Training schools	12	12	13
Industrial schools	...	..	15
Total at public schools	3,783	1,763	4,164
" female population	3,246,613	481,544	4,885,305
" " " per scholar ...	858 2	273·1	1,173·2
Females between 5 and 15 years of age	778,376	105,446	1,226,424
" " " " per scholar	205·7	59·8	294·5
Scholars at private schools†	600	351	12,261
Total scholars at schools of all sorts	4,383	2,114	16,425
" females per scholar	740 7	227·7	297·4
Females between 5 and 15 years of age per scholar	178·7	49·9	74·6

* 2,117 girls are included in boys' schools, of which the detail by religion is not known.
† 545 boys are " girls' " " " "

Proportion of Muhammadan boys under instruction as compared with Hindús and Sikhs.

273. In the case of boys there has been no marked change since last year. The proportion of Muhammadans under instruction is much larger in Primary than in Secondary schools, and in Secondary schools than in colleges. In schools for technical instruction, they are more largely represented than Hindús; but this is not the case in the Central Training College where a good knowledge of English is requisite. The proportion of scholars attending public schools to boys of a school-going age is one in 15·2 in the case of Hindús, one in 12·9 amongst Sikhs,

and one in 33·1 amongst Muhammadans. If we add scholars attending private schools the proportion in the case of Hindús and Muhammadans is nearly equal, being one in 10·8 amongst the former, and one in 10·5 amongst the latter, whilst amongst Sikhs the proportion is one in 8·3. The great majority of Muhammadans attending private schools simply learn portions of the Qurán by heart.

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Muhammadans.

274. In public schools for girls the actual number of Muhammadan scholars is larger than that of Hindús, though the proportion of Hindús, as compared with girls of a school-going age, is larger than that of Muhammadans. At private schools there is an enormous preponderance of Muhammadans, *viz.*, 12,261 against 600 Hindús and 351 Sikhs. On the whole the proportion of scholars to girls of a school-going age is one in 179 amongst Hindús, one in 50 amongst Sikhs, and one in 75 amongst Muhammadans.

Proportion of girls attending school.

275. In the last report 8,236 girls were returned as attending boys' schools. I had reason to believe that these were, for the most part, Muhammadan girls receiving instruction, not generally with the boys, but at the teachers' own houses. Attention was drawn to the subject, and I pointed out that such girls should be shown as attending separate schools. This year there is a great reduction in the number shewn as attending boys' schools, and there is a large increase in the number of Muhammadans who are shown as attending schools for girls, though not sufficient to make up the difference; and there would appear, on the whole to be a reduction of about 2,000 in the number of Muhammadan girls. As I observed last year, however, it is impossible to place implicit reliance on the statistics of indigenous schools, more especially those relating to girls.

Girls shown as attending boys' schools.

276. In former days the Muhammadan community were inclined to hold aloof from English education, and this is still the case in frontier districts; and though in other parts of the Province their views on this subject have completely changed, and they now recognise the mistake they made, the effects are still apparent, and cannot be immediately rectified. Muhammadan schools, however, have been opened of late years in some of the large cities; the most important and successful being the Anglo-Oriental school at Amritsar. I have already stated the steps that have been taken by the institution of Jubilee scholarships to encourage higher education amongst Muhammadans, and I have no doubt that this measure will produce a most satisfactory result.

Feeling of the Muhammadans with regard to English education.

277. The extracts given below from the report of the Inspector of the Delhi Circle show that in the Eastern part of the Province, Muhammadan education is as well advanced as that of other portions of the community. The extracts from the report of Maulaví Muhammad Yúsuf 'Alí on Muhammadan education in the Deraját will prove of interest:—

Extracts from Inspectors' reports.

Delhi Circle.—"Of the total population of the circle, numbering 4,232,449 souls, 1,057,614 or a little less than one-fourth are Musalmáns. Of these again 558,702 are males and 498,912 are females. The number of boys of a school-going age is about 147,859. Of these there were in attendance in public schools at the close of the year 6,194, or a little more than 4 per cent or one in 23·8, a proportion higher than that of the Hindús which is 3·9 per cent. or one in 25.

"The number of Musalmán boys, reading in private and indigenous schools, at the close of the year, was 4,948 or 1,543, more than at the end of the preceding year; the number of Hindú boys, reading in schools of the

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Muhammadans.

same kind being 4,724. Taking the number in public and private schools together the proportion of Musalmán boys of a school-going age was one in 13 and that of the Hindús one in 19·5.

"In public schools for girls the number of Muhammadan children has risen from 349 to 405, and in private schools from 403 to 443. For the Upper Primary examination no candidates were presented from either the Hindú or Musalmán schools. Of the 16 successful candidates at the Lower Primary examination 11 were Musalmáns.

"Of the 780 teachers employed in schools under public management, 266 or 34 per cent. are Musalmáns.*

"From the statistics reviewed in the preceding paragraphs it will be seen that in the Delhi Circle the state of Muhammadan education is satisfactory, and that in schools of all kinds and grades the Musalmáns are not proportionately less represented than the Hindús. It will also be observed that in all the examinations, excepting the Middle School examination, the number of passes gained by the Musalmáns is larger in proportion than that obtained by the Hindús."

Deraját Circle.—"The male population of the circle consists of 801,148 souls, of whom 699,333, or 87·3 per cent. are Muhammadans and 96,943, or 12·2 per cent. Hindús. Their numbers attending our public schools are 4,055 and 4,296 respectively, out of a total of 8,449. Thus, the proportion of Muhammadans to Hindús at school may be roughly taken to be as 20 to 21. This shows that the Muhammadans, who constitute the bulk of the population of the four districts comprised in this circle, are not represented in due proportion in our schools. Their number becomes conspicuously small as they proceed from the Primary to the Secondary stage of instruction. Thus in the Anglo-Vernacular Middle schools at Dera Isma'íl Khán and Dera Ghází Khán, out of a total of 148 scholars in the Middle departments, only 20 are Musalmáns. There exists, no doubt, a strong prejudice in these frontier districts against English education, especially among the higher classes of Muhammadans, such as Pathéns, Saiyids, Bilochís, &c. But their general backwardness to benefit by education may be attributed to their poverty and depressed social status. It is to be hoped that the recent measures adopted by the Punjab Government for the special encouragement of Muhammadan education, such as the foundation of Jubilee scholarships, and other concessions of similar nature will do much to stimulate amongst them 'Higher English Education' which is the kind of education in which they need special help. The appointment of qualified Muhammadan English masters in the Secondary Anglo-Vernacular schools will give great impetus to the cause of Muhammadan education.

"There are certain causes of a religious and social character, which combined retard the progress of the Muhammadans in our schools. In the first place, a Muhammadan boy must begin with his sacred learning, that is to say, he must spend, at least, three or four years in reading the Qurán. He, therefore, enters school later than he would otherwise do. In the second place, on reaching the Secondary stage of instruction he is either too old to prosecute his studies further, or is compelled to abandon reading for want of pecuniary assistance from his parents who cannot afford to give him a liberal education. Hence the absence of the Musalmán students is conspicuous in our Secondary schools and colleges. This state of things is likely to continue for a long time to come, until the leading Muhammadans come forward, and establish schools of their own in which the secular and religious instruction may be combined."

SECTION C.—NATIVE CHIEFS.

Establishment of Punjab Chiefs' College, known as the Aitchison College.

278. It was reported last year that arrangements were in active progress for the establishment of the Punjab Chiefs' College at Lahore. This institution was opened in November last and in accordance with the suggestion of His Excellency the Viceroy, it has been named the Aitchison College, in memory of the late Lieutenant-Governor, by whose exertions it was set on foot. A handsome building is in course of erection, half the funds having been contributed by the Native Chiefs of the Province, whose

* Very few English teacherships, however, are held by Muhammadans; and it is these appointments, of course, that are comparatively well paid.—D. P. I.

subscriptions have been supplemented by an equivalent grant from Government. The foundation-stone was laid by His Excellency the Viceroy at a brilliant meeting which was held to celebrate the event. Pending the completion of the new building the College is held in houses that have been rented for the purpose. The Wards' School at Umballa has been closed and the twelve students who attended it have been transferred to the Aitchison College. The institution has been placed under the charge of Major-Generals Black, C.S.I. This officer who is well known, esteemed by the Chiefs and the principal native gentlemen throughout the Province, has been appointed as the first Governor, and has been provided with an efficient staff.

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Native Chiefs.

279. The College contains at present a High, a Middle, an Upper Primary and a Lower Primary department; and it is hoped shortly to establish College classes teaching up to the standard of the Intermediate Examination. There were 21 students on the rolls at the close of the year; but there has since then been a considerable increase of numbers; and there is every reason to hope that the College will prove eminently successful.

Number of students.

280. Some Wards of Court and many sons of native gentlemen of distinguished families attend the Public schools of the Province, and some receive instruction from private tutors. The comparatively high rates of fees charged in the Aitchison College and other incidental expenses deter some persons from sending their children; but any objection that may be entertained on this account will, no doubt, tend to diminish as the superior advantages of the College become better known.

Wards of Court.

SECTION D—LOW CASTES.

281. I have little to add to the remarks contained in para. 139 of my last report on the subject of schools for low castes. The extracts from the reports of the Inspectors of the Delhi and Lahore Circles given below will show the difficulties that have to be encountered, more especially in the city of Delhi where the most systematic efforts have been made to educate Chamárs and other children of the lower castes. I have always thought, however, that there is a very fine field for technical instruction amongst the Chamárs of Delhi, as there is room for very great improvement in the methods ordinarily employed in tanning and working in leather, as an inspection of the excellent harness manufactured in their country for the army will show. There is a considerable number of schools for low caste children maintained by the Scotch and American Missions in the Siálkot and Gujránwála districts, though the boys attending those in the latter district are chiefly native converts. The Board schools for Mínás in the Gurgáon district and for Sánsís in Siálkot are still kept up.

Extracts from Inspectors' reports regarding low caste schools.

Difficulties met in educating low caste boys in the Delhi and Lahore Circles.

In the case of Delhi the difficulty might be removed by giving instruction in leather work.

Delhi Circle.—"The numbers in attendance in these schools at the close of the year were 639, distributed among the two missions as follows :—

Baptist Mission ...	...	393
S. P. G. Mission ...	...	246
Total ...	...	639

"The number of Baptist Mission schools for low caste boys has fallen from 23 to 18. Of the schools in existence at the end of the previous year, three have been closed, one has been struck off the list and one is located in a village in the North-Western Provinces too far from Delhi to be brought in for examination. The number of scholars attending these schools has decreased by 150. Of the 18 schools 15 are located in the city and suburbs of Delhi, 2 are in the district and one in Sháhdara 3 miles from Delhi in North-

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Western Provinces. The Central school is the Christian Boys' Boarding school which contains 40 pupils, and in which instruction was formerly given up to the Primary standard. Recently the Upper Primary classes have been abolished, and the boys composing those classes have been transferred to the Model school attached to the Normal school. From the III Class 10 boys were presented for examination by the Lower standard. Of these 2 passed clearly, and 2 were allowed promotion by grace. The other schools are all elementary. Regarding them the Manager, the Revd. Mr. Thomas, writes as follows :—

'I beg to call attention to two facts. One is the extreme irregularity in the attendance of the majority of boys. Even little boys of 8 or 9, too small to commence shoe-making, are kept from school to collect *gobar* or are sent away for two or three months at a time to relatives in some villages; while boys of 11 or 12 rarely can be got to school for more than one hour or two, their friends being utterly indifferent to their schooling and detaining them at home to learn their trade. Such boys can only be induced to come to school by giving them a scholarship which is but another way of saying, by paying them to come, a method we cannot adopt. This accounts for the second point I beg to draw your attention to; *viz.*, the short term boys will remain at school even thus irregularly. Please remark the note I have appended to the return of several of the schools to the effect that so many have ceased attendance during the year, and also the notes made in the column (remarks by the Manager,) indicating the number of boys taken in to fill the places of those who leave. The average number thus remains about the same, but the constituents of that number change most vexatiously. The manifest result of this constant influx and eflux is that our schools are largely little more than infant classes, nearly all leave when they can read the 1st Book, and their places are filled by a fresh lot to be taught that same 1st Book.'

"There is much truth in these remarks. They show that the task the Mission have undertaken and to accomplish which they have been striving hard for several years is a thankless one, and the results are very discouraging.

"To meet the difficulty complained of above, the Manager has this year increased the number of night schools and house classes, attended for the most part, by men and big lads who have learnt a little in the day schools and are busy at their trade, yet have some desire to improve themselves.

"There are 26 Míná boys studying in the school at Sháhjahánpur in the Rewárí tahsíl of the Gurgáon district classified thus :—

V-2, IV-2, III-3, II-2 and I-17.

There were two candidates for the Upper and the same number for the Lower Primary examinations. Of these one passed by each standard.

The Deputy Commissioner, Mr. Maconachie, to encourage learning among the tribe has given small graduated stipends beginning with the lowest class on admission."

Lahore Circle.—"There are in the circle 136 low caste children attending schools. The only special schools for them are in the Gurdáspur district, where there are 15 such schools with 111 scholars, as against 10 with 85 in the previous year. In this district there are no low caste children in any of the Board schools, nor were there any in the previous year.

"Two years and a half ago, Mr. Norman opened a school for Mihtars in Amritsar city. The attendance generally consisted of children too small to learn, though there were a few grown up seekers for knowledge. When the school was first opened a great number of lads came, but they gradually fell off, leaving only children under the age of 6 years as a rule. Mr. Norman abruptly closed the school last April when, on inspection, he found no one in attendance. He is of opinion that the Mihtars have not yet begun to appreciate the benefit of education in Amritsar. At the same time he thinks also that the teachers were to blame for laziness and dislike to the work.

"There is still connected with the Church Missionary institutions in Amritsar a school containing Christians, Muhammadans, a few low caste Hindús and Mihtars, which contains about 20 pupils and is keeping up. It is meant rather for the children of the servants of Europeans."

Ráwalpindí Circle —"As regards the districts of last year's circle, whatever has been done towards the education of low caste natives, is still confined to the Jhelam district, where the American Mission Society have a couple of low caste schools, one for boys and the other for girls.

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Low Caste.

"I mentioned in my former report that no educational movement can take place amongst low caste natives, unless it is taken in hand by either the Government or Mission bodies, as the low caste community themselves will make no effort in the matter. In the old districts of this circle, no schools for the separate instruction of low caste natives have been established by the Government or Local Boards, and the only Mission Society which has turned its attention to this matter, is the American Mission at Jhelum, as I have already mentioned. It is different, however, with the two new districts of the circle.

"In the Siálkot district, not only are there 6 District Board Primary Vernacular schools attended by 220 Sánsís or other low caste boys, but the Scotch* and American Mission Societies in that district have also established a number of schools, which are attended by those classes, though the statistics for them are not given in the Departmental Returns.†

"The American Mission Society in the Gujránwála district also have a number of these schools. The annual returns for that district show‡ 40 unaided Primary Vernacular schools for boys, attended by 910 scholars, of whom 333 are set down as Native Christians, and 285 in the column for 'others,' there is nothing to show how many of the above belong to the low caste community."

* Since ascertained Scotch Mission at Siálkot, 12 schools and 108 pupils of low caste converted to Christianity.—Sd. D. W. T.

† They ought to have been included in the returns submitted by the Deputy Commissioner, who has been addressed on the subject. Special instructions were issued this year in order to insure the inclusion of all unaided and private schools.—D. P. I.

‡ Since ascertained, the 618 "Christians" and "others" in these 40 schools all belong to the low caste—Sd. D. W. T.

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Private Schools.

CHAPTER VIII.

PRIVATE SCHOOLS.

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Distinction between public and private schools.

282. It must be remembered that public schools as defined by the Government of India are those which conform with the prescribed standards, and are inspected by the Department, or present students at the public examinations. All others are private schools. Hence private schools are distinguished from public schools by the kind of instruction imparted, not by the character of the management. Schools managed by private persons are classed as public schools under private management, if they prepare students for the public examinations. Most private schools in this Province are indigenous schools.

Collection of statistics by Patwáris.

283. During 1882-83 the subordinate inspecting staff devoted the greater part of their time for three months to the collection of returns in indigenous schools by means of personal enquiries in each village. During the three following years the statistics were collected in a less systematic manner. Mr. Ibbetson proposed that they should be supplied in future by Patwáris and opened a correspondence with the Financial Commissioner on the subject. This arrangement has been carried out during the year under report so far as regards boys' schools, not within Municipal limits; but the Financial Commissioner did not think it desirable that the Patwáris should be required to report on girls' schools, or on boys' schools situated within the jurisdiction of Municipal Committees. The statistics for these institutions have, therefore, been supplied by District Inspectors.

Question of collecting statistics through District Inspectors.

284. Hitherto District Inspectors have been required to see all the Board schools open to their inspection four times during the year, and under these circumstances it was quite impracticable for them to visit the indigenous schools annually. As I have, however, already intimated in the second chapter, it will be necessary to reduce the number of inspections of Board schools, that they have hitherto been required to make, and it may perhaps be possible for them to visit all the indigenous schools annually. If this can be done, we shall obtain more accurate statistics than could be hoped for under any other system; and there will be a much better chance of inducing the teachers of indigenous schools to accept the advantages that we now offer to them, if the District Inspector is required to visit all such schools. I propose to bring the question before the next Departmental Conference for consideration and discussion.

Increase of numbers shown in returns.

285. The statistics show some remarkable changes as compared with the previous year. Thus the number of private schools entered in the returns has risen from 12,201 to 16,527, and the number of scholars from 131,903 to 145,145. It would appear, therefore, that the number of schools has increased by 4,326 and the number of scholars by 13,242. The increase is attributed by Deputy Commissioners, in many cases, to the fact that the returns

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have been prepared with greater care; and it is stated in several instances that mosque schools containing two or three boys reading the Qurán have now been entered for the first time. This seems to be the true explanation; and the increase in the number of schools must be attributed mainly to the fact that many small schools, if they can be called schools, containing two or more boys, especially those held in mosques now appear for the first time. The number of girls' schools, the great majority of which are for teaching the Qurán, has risen from 713 to 1,611; and here, as explained in the last chapter, the increase is largely due to the fact that in cases where boys are taught in a mosque and girls receive instruction from the same teacher at his own house, the girls are held to constitute a separate school, whereas such girls were formerly shown in the returns as attending boys' schools.

Rote schools.

286. Out of 145,145 scholars shown in the returns no less than 92,819 or 63·9 per cent. were attending schools where sacred texts are taught by rote, and of these 79,407 were boys and 13,412 girls. Of the 92,819 children attending rote schools, of whom 79,407 were boys and 13,412 girls, 91,270 were learning the Qurán. A large proportion of the Muhammadan boys who read in public schools, learn portions of the Qurán in mosque schools before joining. The number of boys learning Sanskrit books by rote was 1,489 only.

Mahájaní schools for native accounts.

287. In the returns prescribed by the Government of India, 31,365 boys and 1,215 girls are shown as learning a vernacular only or mainly. Of these 10,058 children, all boys, attended schools where native systems of accounts are taught, the chief subject of instruction being the multiplication table up to 100 × 100, and the fractional tables from $\frac{3}{4}$ to $4\frac{1}{2}$ or $5\frac{1}{2}$ × 100. These children are not taught to read printed books.

Urdú, Hindí and Gurmukhí schools.

288. The number of children attending schools where the instruction is mainly in Urdú, Hindí or Gurmukhí was 22,522, and of these no less than 12,268 were learning Panjábí in the Gurmukhí character. The books taught are, I believe, mainly religious. 7,101 boys are returned as attending Urdú schools. Formerly Urdú was never taught as a language in indigenous schools, as it was thought that it could easily be picked up by any one who learnt Persian. It is worthy of note that only 2,958 boys were learning Hindí.

Persian schools.

289. Persian was the language formerly learnt universally by those who sought for service under Government, and by most of those who desired literary employment, and it is still taught in the vast majority of public schools to all students above the Lower Primary standard. The returns show 9,213 scholars attending indigenous schools for Persian.

It is worthy of remark that 1,834 of these students, or nearly one-fifth of the whole number, belong to the Siálkot and Jhelum districts, which supply many officials to Kashmír, where, notwithstanding that it is a Hindú State, Persian is still the court language, and is used in all official correspondence as it was throughout the Province under the Sikh Government. The same reason may apply also to Gujrát and Ráwalpindí which contained 1,346 students. Pesháwar, as might be expected, contained a large number of Persian students, over 1,000. Mooltan, Dera Isma'íl Khán and Hazára each contained over 500 students. Every other district contained below 400. Many boys learn a little Persian before they attend public schools, either at their own houses or at Persian schools or "Maktabs," and this is the case more especially with families,

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whether Hindús or Muhammadans, whose hereditary occupation has been Government service since the old Sikh times.

Arabic and Sanskrit schools.

290. Arabic schools contained 6,138 students, of whom no less than 1,095 were in the Bannú district. The subjects taught are chiefly religious; Arabic literature also being taken up by some of the students. The number of students learning Sanskrit was very small, amounting to 2,855 only.

Prospects of improvement.

291. We cannot expect to produce any great effect immediately on purely Qurán schools, a large proportion of which are taught by men who can teach portions of the Qurán by rote, but are capable of teaching nothing else and who would often be jealous of an assistant. In Mahájaní schools for accounts, there is no reason why the teachers should not in many cases accept grants and introduce printed books with the aid of an assistant who would be eligible for a staff grant. In Persian schools and schools where Urdú, Hindí and Gurmukhí are taught there should be no great difficulty in inducing the teachers to accept assistance. But in all cases very much will depend on the intelligent interest brought to bear on the matter by the Inspectors and Assistant Inspectors, and the tact and zeal of District Inspectors. Indigenous teachers will not come forward of their own accord unless the advantages now available are fully and clearly explained to them.

Private schools other than indigenous.

292. A few native schools other than indigenous and not conforming to Departmental standards are still entered in the returns. Out of 92 of such schools 81 are in the Jullundur district. Apparently, though they do not at present send up students for the Standard examinations, the teachers of these schools follow European rather than native methods of teaching, and hence the schools have not been included amongst indigenous institutions. The Deputy Commissioner's explanation, however, is not very clear, and the Inspector does not mention them in his report.

Extracts from Inspectors' reports.

293. The following remarks are taken from the reports of the Inspectors of the Delhi and Deraját circles.

Delhi Circle.—"The number of indigenous schools has risen during the year from 524 to 878, and the attendance from 6,493 to 10,066.

"Of the total number of schools 422, or about one half, are rote schools, attended by 4,130 boys and 47 girls. In these schools the pupils are taught to learn by heart texts from the Qurán and the Hindú Shástras. The majority of these institutions are Musalmán, taught by men, who are either blind or incompetent to impart efficient instruction in secular subjects. Hardly any of these can be brought under the grant-in-aid system. The teachers are not at present unwilling to accept Government aid in any shape, being fully cognizant of the tendency of the native mind, uninfluenced with Western ideas, to withdraw aid from or to look with indifference on the institutions taken under the protection of Government.

"Our offer to supply their schools with teachers capable of giving instruction in arithmetic and other useful subjects is also viewed with suspicion, and is regarded as a means of ultimately replacing them by men whose views of education, are more in consonance with ours. The teachers of some of these rote schools go so far as to say that infidel aid should not be accepted in institutions where the holy texts of the Qurán form the subject of instruction.

"The number of schools teaching a vernacular only or mainly is 301 with an attendance of 4,049 boys and 36 girls. The largest number of these schools, it will be observed, is in the Delhi district, and next to that in Umballa. These schools comprise (1) Maktabs where instruction is given to young boys in Persian and Urdú, (2) Pádhás schools where Hindú children of the commercial classes are taught the multiplication tables and (3) Patchálás held in dharmsálás or temples in which Nágrí or Gurmukhí is taught.

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Private Schools.

"The schools of the second class are the strongest in numbers, but as they do not teach any vernacular and the boys are unable to read from a printed book or to write in any of the recognized vernaculars they cannot be brought under Departmental supervision, nor do such schools, I think, stand in need of Government assistance.* The Maktabs now-a-days generally prepare small boys for admission into public schools, and have lost their former character of preparing boys for the public service. Those located in towns are well off and the teachers there hardly require assistance.† In villages such schools are generally held in the houses of well-to-do persons such as zaildárs and lambardárs, who are anxious to give their sons an education which will befit them to hold positions, which they themselves now enjoy. Maktabs not supported in the manner above stated, but depending entirely on fees paid by the villagers, deserve encouragement, and every means should be tried to bring them within the influence of the Department. The Nágrí and Gurmukhí schools are few, and two or three of them in the Umballa district have been recommended for grants by the Assistant Inspector.

"The schools which remain to be noticed are those where instruction in higher branches of knowledge or in theology is imparted through the medium of a classical language. The number of schools where advanced Arabic or Persian is taught is 64, attended by 692 scholars, and that of schools where instruction is confined to Sanskrit is 78, with an attendance of 820 scholars.

"Of the former class of schools the Delhi district contains the largest number. Sanskrit schools are more numerous in Umballa than in any other district in the circle.

"In most of the Arabic schools young men are taught the elements of grammar preparatory to their taking up medicine or going in for Hadís (traditions) and theology. The number of schools where standard works on literature such as Hamasá, Mutnabí and Muqámát-i-Harírí are taught, are very few.

"In Sanskrit schools the boys learn grammar, astrology and the Puráns and in the most advanced of them more abstruse subjects, such as logic and philosophy are taken up. None of these schools have applied for recognition or aid."

Deraját Circle.—"I inspected a number of these schools in the Muzaffargarh and the Dera Ghází Khán districts, and examined their pupils by the special standards prescribed for them in the Punjab Education Code. They were generally recommended by me for ordinary grants, and a few of them for special grants as an encouragement."

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* The object of offering them assistance is to improve them by the introduction of instruction in reading and writing.—D. P. I.

† It is most desirable that they should be brought under inspection and that the boys should go up for the public examinations.—D. P. I.

CHAPTER IX.

Preparation and Distribution of Text Books

PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

	Para.		Para.
Sale of text books transferred from Messrs. Gillon & Co. to the Mufid-i-'Am Press	294	Report on working of Text Book Committee	297
Report of Superintendent, Educational Press	295—296	Rewards for approved Text Books	298

Sale of text books transferred from Messrs. Gillon & Co. to the proprietor of the Mufid-i-'Am Press.

294. It was stated in my last report that the arrangements made with Messrs. Gillon & Co. for the supply of text books had not been found to work satisfactorily, and that it had been determined to accept the offer of the proprietor of the Mufid-i-'Am Press, who had undertaken to purchase the stock of text books on commission sale, to print and publish on favourable terms the books of which the copyright belongs to Government, and to keep up a stock of authorised text books published elsewhere. Messrs. Gillon & Co., retained the contract until the end of December 1886, when the new arrangements came into force; and the books on commission sale, then in the hands of Messrs. Gillon & Co., and the presses up to that time maintained by the department, were taken over by the proprietor of the Mufid-i-'Am Press.

Report of Superintendent, Educational Press. Profit on the transactions of the year.

295. The report of the Superintendent of the Educational Press, with the statements that accompany it, is printed as Appendix G. It shows a profit of Rs. 5,952 on the transactions of the year. This, however, is on the assumption that the full price, less discount and commission, as entered in the statements, will be realised for the stock for which Messrs. Gillon & Co. had still to account, when they made over charge to the Mufid-i-'Am Press. A part of such stock they had sold, and for this the full amount will be realised; a small part, consisting of books not prescribed as text books, is on commission sale with the Mufid-i-'Am Press; and the remainder has been purchased outright at an advance of 20 per cent. on the original cost of the books. The amount that will be realised at this rate, however, falls short of the full price, less discount and commission, as shown in the statements attached to the report, by more than Rs. 4,000. The final adjustment will be effected on the receipt of detailed accounts from Messrs. Gillon & Co., which should have been furnished long ago.

Disposal of stock of books not sold by Messrs. Gillon & Co.

Excess in receipts over expenditure.

296. The actual receipts during the year, including monies paid into the treasury and adjustments by transfer entry, exceed the total expenditure on establishments and other charges by Rs. 32,223.

Report on working of Text Book Committee.

297. The Secretary of the Text Book Committee writes as follows, regarding the work accomplished during the year, and a detailed list of books examined and reported on will be found in Appendix H.

"During the year under report the Committee has been very much strengthened, and consists now of 28 members, 14 appointed by Government, and 14 by the Senate of the Punjab University.

"The General Committee has met twice in February and May. The only Sub-Committee which did not meet was that on History and Geography. There was no work of importance to lay before the Sub-Com-

mittee, and provision had been made in the previous year for certain changes in the course of study in Geography. All the other Sub-Committees met at least once; the Mathematical, English, and Library Sub-Committees especially did a good deal of work.

Chap. IX. 297.

Preparation and Distribution of Text Books.

"The Library Sub-Committee has not been able this year to make many additions to School Libraries, but a circular was sent to all Head Masters and to the Members of the Committee, asking for lists of such books as they considered necessary for High School Libraries. A comprehensive list embracing all books of value suggested in the above lists, is now in preparation by the Secretary.

"Endeavours are also being made to complete the Reference Library, and during the year under report lists have been received from all the provinces of India, showing the text books in use there. Specimens of those books have also been ordered.

"The English Sub-Committee has not been able to recommend any new Readers for use in schools, but it has made arrangements for the preparation of a Reader for High schools, which will, it is hoped, be ready in a few months.

"The Sub-Committee on Mathematics, &c., has devoted most of its time to the consideration of the changes advisable in the Mathematical text books at present in use. The opinions of Inspectors, Assistant Inspectors, and Head Masters were considered, and a proposal was made by Colonel Wace and adopted by the General Committee to the effect that a Committee, consisting of two Settlement Officers and an Educational Officer should be appointed to prepare Manuals of Arithmetic and Mensuration for Primary schools, taking into consideration the books of Mr. Sime and Colonel Wace. After this has been done the question of preparing a text book on Mensuration for Middle schools will be considered. It was decided that permission should be given to masters to use the series of Mathematical text books prepared by P. Ghosh, and also that Manuals of Mental Arithmetic, one for Primary and Middle schools, and one for High schools and students, should be prepared. These are now ready for the press. It was further resolved that *English technical terms* should be introduced in all Arithmetical text books in the vernacular above the Upper Primary standard, and that such terms should, as far as possible, be also used in Mensuration. A vocabulary of such terms is being prepared.

"The Fifth Urdú Reader is now complete and ready for the press.

"There has been great delay in bringing out the first pages of the Panjábí Dictionary, a most valuable work. The publisher has not shown much expedition in the matter; the Text Book Committee has done all it could to help on the work, and Sardár Dharm Singh has carefully examined the specimen pages.

"The Hindí Sub-Committee has adopted a number of books as suitable for Libraries, but no new text books. The Secretary would call attention to the fact that there are hardly any original works, prepared by local authors, that have come before the Committee during the year under report. Probably if provision were made for the giving of rewards to writers of approved text books a healthy competition might be induced amongst graduates, head masters and others who are qualified to prepare such text books. Rewards might also be given for approved translations of books selected for this purpose by the Text Book Committee."

Rewards for approved text books.

298. The principle of giving rewards for approved text books has been accepted by Government, and definite proposals on the subject will be very shortly submitted.

APPENDIX A.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1886-87.

Appendix A.

Government College, Lahore.

Staff.

1. The staff of the Government College on March 31st, 1887, was as follows:—

T. C. Lewis, M.A., Principal and Professor of Mathematics; E. S. Robertson, M.A., Professor of English Literature; Sashi Bhúshan Mukarji, M.A., B.L; Officating Professor; Gúrú Dat, M.A., Officiating Professor of Science; Ságar Chand, B.A., Officiating Assistant Professor; M. J. Odgers, Officiating Assistant Professor; Golak Náth Chattarjí, B.A., Assistant Professor; Ruchí Rám, M.A., Assistant Professor of Science; Inám 'Alí, B.A., Assistant Professor.

Changes in the staff.

2. On the 5th April 1886, Dr. Leitner, on taking privilege leave, made over charge of the Principalship to Dr. Stulpnagel, who made over charge to the undersigned on the forenoon of the 3rd May 1886. Dr. Leitner, on the termination of his leave, did not return to the College, and has now retired from the service. On the 3rd May 1886 Lálá Ságar Chand joined the College as Assistant Professor. Bábú Sashi Bhúshan Mukarji and Mr. Cope have officiated as Professors during the year, but the latter reverted to the Assistant Professorship on the forenoon of the 19th February 1887, when Professor Robertson took up his appointment in the College. Mr. Odgers officiated as Assistant Professor in place of Mr. Cope from the 17th May 1886 to the 19th February 1887. The newly appointed Assistant Professors, Mr. Chattarjí, Lálá Gúrú Dat and Maulaví Inám 'Alí entered on their duties at the beginning of the official year. The services of the last-named were temporarily dispensed with when Mr. Odgers joined the College, but were resumed from the 1st June 1886. He has since been confirmed in his appointment. The arrival of Professor Robertson towards the end of the year under review has been a welcome addition to the strength of the staff.

Roll and attendance.

1st	year	class ...	69
2nd	,,	,, ...	118
3rd	,,	,, ...	36
4th	,,	,, ...	21
5th	,,	,, ...	4
			248

3. The number of matriculated students on the rolls on the 31st March 1887 was 248, (*vide* margin), being the same number as at the end of the previous year. The average number on the rolls during the year was 255 and the average daily attendance 227; the corresponding returns for the previous year being 227 and 195, respectively.

Scholarships

4. The amount spent in scholarships during the year was Rs. 12,015-11-10 against Rs. 15,263-1-1 in the previous year. It was derived from the various sources in the following way:—

	1886-87.			1885-86.		
	Rs.	A.	P.	Rs.	A.	P.
Government Scholarships ...	5,170	6	7 *	8,781	0	0
University ,, ...	2,956	7	2	3,392	0	0
Municipal ,, ...	3,444	6	1	2,231	4	0
District ,, ...	444	8	0	357	1	0
Endowments ,, ...	...			501	12	1
Total Rs. ...	12,015	11	10	15,263	1	1

Of the Municipal scholarships, Rs. 2,488-1-4 were contributed by the liberal and enlightened Municipality of Amritsar. The expenditure of other Municipalities and of District Boards under this head has also increased. The number of students attending the institution without scholarships on the 31st March 1887 was 170, against 139 in the previous year.

* The amount expended was Rs. 5,495.—D. P. I.

Appendix A.

Government College Lahore.

The decrease in the expenditure on Scholarships in the College on the part of the Government and the University from Rs. 12,173 to Rs. 8,126, being a reduction of 33 per cent., is due partly to the fact that other institutions have begun to share more largely in the provision under this head; but it is due in some measure to the unintended action of the new rules, which do not allow a scholarship which has been refused by one candidate to be passed on to another. The University has always been in favor of making the most of the necessarily meagre allotment for scholarships by offering them to the candidates who were willing to accept them, in order of merit, until they were all taken up, and it was only to bring the University rules into agreement with those of Government that a concession of this principle was at last made. The University has, for a similar reason, given up the principle for which it long contended, that scholarships not capable of being utilised in one Faculty, or in one examination, for want of qualified candidates, should be passed on to another Faculty, or to qualified candidates in another examination, and the new rules that have been framed have on this account, and contrary to the intention of Government and the Senate, resulted in considerable savings. I hope, therefore, that the Government will modify the existing rules, and allow lapsed scholarships to be re-awarded. Judging from the past history of this question, I am of opinion that the Senate would readily change its rules in this respect. It should be noticed that both Government and University would meet with much less fluctuation in the expenditure under this head if the change were effected. It was not the intention of Government to reduce the expenditure on College scholarships below Rs. 9,000 per annum, the amount sanctioned for the purpose, and as regards the scholarships awarded by the University under similar rules, it is appropriate to refer to Government Resolution, Home (Education) Department No. 27, dated 15th March 1886, on the General financial condition of the University, where in para. 16 His Honour the Lieutenant-Governor remarks that the reduction of unendowed scholarship (which had been suggested as a means of retrenchment) would be a matter of unqualified regret. Further, in the correspondence between the Under-Secretary to Government, Educational Department, and the Registrar of the University, on the subject of College scholarships, it is accepted that the expenditure of the Government and University shall be not less than Rs. 9,000, and Rs. 5,400 per annum respectively (*vide* Under-Secretary's No. 2 C., dated 21st February 1886, to the address of the Registrar, Punjab University). The University Budget shows that the expenditure of the University in 1886 fell to Rs. 4,800 under this head. I have not the means of discovering what saving out of the Government allotment was effected by the new rules. It appears undesirable that while a larger number of institutions are sharing in the College scholarships, and the numbers of students seeking a higher education are rapidly increasing, the expenditure on scholarships should be diminished; for the effect of this is to check higher education.

Fees

5. During the year greater regularity in the payment of fees has been insisted on. At the beginning of the the year there were many students who had not paid their fees for months, but still attended the College. Partly on account of greater strictness in collecting fees, and partly on account of the increase in the rate of fees prescribed by Government; the income from this source has risen from Rs. 6,212 to Rs. 9,252-8. This income is credited to Government.

Examination results.

6. The examination results of the year can be only partially recorded here, for unfortunate circumstances have made it necessary to examine over again the candidates who obtained pass marks in some of the original examinations, and the supplementary examinations have not yet taken place. The results as far as they are known are as follow :—

There were two candidates for the M.A. examination. They both failed. One took up science, and the other mathematics. They had had too short a time for the preparation of the subjects.

Twenty candidates were sent up for the B. A. examination, of whom fourteen passed, *viz.*, six in the second division and eight in the third. Last year 12 passed out of 26. If figures were trustworthy the result would be satisfactory.

The following table shows the failures in each subject of both successful and unsuccessful candidates (failures being marked with — and pass being marked with +) and the fractionial expression at the foot of each

column compares the failures with the number of candidates in each subject :—

Roll No.	Names.	English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
1	Pundit Kidár Náth ...	+			+				+		P
2	Gyán Chand	−			+	−	+				
3	Harí Chand	+			+				+		P
4	Gardás Rám	−			+			+	−		
5	Manohar Lál	−			+				+		
6	Máyá Bhán	+			+	−			+		
7	Bháná Rám	+			+						+ P
8	Rám Dás...	+			+	−					+ P
9	Sadánand	+		+				+			+ P
10	Muhammad Sháh Dín ...	+			+			+			+ P
11	Táj-ud-dín	−			+			+	+		
12	Bhagwán Dás	+			+			+			
13	Gopál Dás, II	+			+	+					+ P
14	Achrú Rám	+			+			+	+		P
15	Hírá Lál...	+			+	−			+		P
16	Jagan Náth	+			+					+	P
17	Sitá Rám	+			+						+ P
18	Jawála Sahái	−		+				+	+		
19	Gopál Dás, I	−		−				+			
20	Barkat 'Alí	+	+					+	+		P
		6/20	0/1	1/3	0/16	4/5	0/1	0/9	1/10	0/1	0/6

Of five students who studied mathematics, only two passed, *viz.*, one in the A course and one in the B course. It is acknowledged that the orders of the Senate with regard to the conduct of these examinations, owing to some error, were not carried out, and as a consequence the A. course papers were too difficult. Yet, notwithstanding this there would have been only one failure in the A course according to the standard of pass marks required at the University with which the examiner is connected. This shows how vain it is to compare the work of different institutions under different candidates by a mere comparison of the percentages of successful candidates.

At the Intermediate examination there were 116 candidates from the Government College, of these 87 have certainly failed, one was absent, and the remaining 28 have to be re-examined. Last year there were 92 candidates from the College, of whom 40 passed. The great difference between the results of the two years must not be taken as an index of a corresponding differences in the teaching given or in the diligence of the students; nor do the numbers show that the result is either more or less satisfactory this year than last. The only change in the College arrangements is the appointment of three new Assistant Professors; but a close examination of the results shows that the failure cannot be properly charged to them. The compulsory subject in which the failures mostly occurred is mathematics, which is taught to these classes by the most experienced of my colleagues, by an M.A. of the Calcutta University, and by a Cambridge B.A., who has taken honors in mathematics. The Intermediate classes are, therefore, probably as well taught in mathematics as in any subject. Yet of the 87 who are so far known to have failed, 74

Appendix A.
Government College, Lahore.

failed in mathematics. The difference between the two years is one not so much of preparation as of examination. The University standard have been more strictly observed in this subject than in former years, or at least differently interpreted. None the less the result has a significance which must be frankly faced. It would be an unfair criticism to argue from the results that there has been a sudden deterioration in the teaching of mathematics, and there is no fair or complete comparison possible between this and other subjects to show that the teaching of mathematics is in reality less successful than that of other subjects. But this, at any rate, forces itself upon one's conviction, that the prescribed courses of reading, though moderate enough for a University to require, are more than Punjab students are capable of mastering with such preparation as they bring with them from the schools, and with such opportunities as are afforded to them in the College. I am disposed to think that laxness in examining at the Entrance and at the higher examinations of the University in past years has much to do with the present unsatisfactory condition of University studies in the Punjab. In mathematics at the Entrance examination there has been some improvement of late, but boys are still allowed to pass in large numbers without any sound knowledge of the elements of the subject. This has two evil results; it re-acts upon the schools, where thoroughness of teaching and of study are seen to be not essential to success; and it fills the College with students who are not fitted by their previous preparation to enter upon the higher course of study prescribed by the University. Laxness in examining at the higher examinations produces the same effect on College students as too great leniency at the Entrance produces on schools. In the course of four years (1882—86) the numbers in the College have increased three-fold, and the students have been apparently too much under the impression that a large proportion of them had a right to pass the examinations at the termination of their course, without much regard being paid to their state of preparation. To sum up, I am of opinion that the boys who pass the Entrance examination are in many cases not properly grounded; that College students are often not sufficiently alive to the necessity of hard mental work and of carefulness and accuracy which are especially essential in the study of a subject like mathematics; and that, considering their backwardness, we require too much from them. As a remedy, I would suggest that the courses in mathematics should be temporarily reduced so as not to exceed in extent the courses prescribed by the Calcutta University, bringing them in this way nearer to the level of the students; and that greater thoroughness should be insisted on at the Entrance examination. Although the results are apparently better this year in other subjects, it would not be well to indulge in any confidence that the attainments of our students are all that could be desired in University classes, even in subjects where there has been no failure to record, such as Persian, Philosophy, History and Political Economy at the B.A. examination. I will not at present venture to say precisely to what extent these results are gratifying, or how their faultless perfection should be interpreted.

Library

7. With regard to the library, it is to be noted that Government has at length placed at the disposal of the Principal, for the purchase of books, a sum of Rs. 200 per annum, but the sanction was not received soon enough for the library to benefit to the full extent of the provision during the year under review. It is not possible to keep the library in good order and to make it as accessible as it ought to be to the students, until a separate clerk is appointed whose first duty it shall be to attend to this work. I therefore hope that such a clerk may be sanctioned on the establishment of the College, at a cost of Rs. 25 per mensem as soon as circumstances allow.

Boarding House

8. A well-arranged and properly managed boarding house is a very important adjunct to a large College, if we think it desirable to form the manners as well as to inform the minds of our students. Students in an Indian University are severed more than in other Universities from home influences. Whether this is to their advantage or not, we should, in any case, see that their social surroundings and the circumstances of their daily life are more or less consistent with the positions in life for which they are in training, and for this it is necessary that they should be well housed and carefully looked after. The present boarding house is entirely unsuited to the purpose, and the arrangements which have long been in force are not more suited to the needs of University students; while the students themselves enjoy a freedom from control, when away from the class rooms of the College, far exceeding anything that is permitted at Oxford and Cambridge. My views on the necessity for a change have been

supported by a report on the boardnig-house which has been drawn up by the Civil Surgeon of Lahore, and they form the subject of a separate correspondence, in which I have made suggestions to remedy existing evils. The health and conduct of the boarders are reported to be satisfactory.

Appendix A.

Government College, Lahore.

9. The debating and reading club should be of value to the students and, therefore, while not unaware of possible dangers, I have encouraged its reorganization, and given to it what assistance I could. The students themselves take great interest in it, and have agreed to a monthly subscription of four annas; they take in, as a rule, the chief English and Indian newspapers. This seems to be the first occasion of the payment of regular subscriptions to a club by them, and it is well that they should become familiar with the idea, instead of relying upon donations from their professors or other friends.

Debating and reading club.

10. In conclusion, I have to report that the members of College staff have given me their cordial assistance during the year, and have given general satisfaction in the discharge of their duties.

Services of the staff.

T. C. LEWIS,

Principal Govt. College, Lahore.

APPENDIX B.

Appendix B.

St. Stephen's College, Delhi.

REPORT ON ST. STEPHEN'S COLLEGE, DELHI, FOR 1886-87

Staff.

During the year under review, we added to our teaching staff a Calcutta M.A., S. K. Rudra by name, who has taken up part of the English of the Intermediate classes, and part also of the Physical Science in the same course.

Roll Attendance.

2. The number of students on the rolls on 31st March 1887 was:—

1st year (Intermediate)	...	... 17	 25	Corresponding number on March 31st, 1886.
2nd „ „	...	... 24	 19	
3rd „ (B. A.)	...	... 6	 6	
4th „ „	...	... 8	 5	
	Total	... 55	55	

The average attendance was 51.

Accommodation.

3. Since my last report, we have been informed that our offer of Rs. 35,000 for the purchase of the Civil Hospital, to be converted into College premises, in exchange for the very inconvenient buildings we have at present to rent at very high rates, has been sanctioned by Government. We have, therefore, now a sure prospect of ultimately being located in a building which will enable us to do our work better than we can in our present make-shift condition, though the delay on the part of the Municipal Committee to commence the new Hospital, makes it uncertain when that prospect will be realized. The sanction of Government to an application for a grant of Rs. 6,000 towards the purchase has been conveyed to us.

Passes in examinations.

4. The following table shows the number of students who went in for the Arts examinations in 1886,* with the number of passes in each case:—

Examination of 1886.	Number sent up.	Passed.			Total passed.
		Division I.	Division II.	Division III.	
Intermediate .	19	1	3	5	9
B. A. ..	5	.	...	1	1

Fees.

5. On 31st March 1887, the total monthly fees amounted to Rs. 188, as compared with Rs. 154-8-0 on 31st March of the preceding year.

Scholarships.

6. The following is a statement of the amount spent in scholarships during the year:—

	Rs.	A.	P.
Government scholarships	2,220	12	9
University	792	0	0
Gubbins'	421	8	0
Mission	261	0	0
Rohtak District	120	0	0
Rewárí Municipality	122	1	6

The Mission scholarships are only awarded to deserving students in their second and fourth year, in cases when they are so poor that a small amount of help enables them to work without having recourse to taking private pupils, a practice which interferes very seriously with their studies; besides, I fear, being as a rule of very doubtful advantage to the pupils so taught.

Classification of students.

7. The following table shows the distribution of students according to their respective religions:—

Christian	3
Hindú	46
Muhammadan	5
Pársí	1
Total ...	55

* The results shown in our returns are of the examinations held in 1887.—D. P. I.

Appendix B.

St. Stephen's College, Delhi.

8. The sum of Rs. 184-9-6 has been expended from Mission funds on the Library. No gifts of books have been made.

College Club.

9. The students of the College are almost all of them members of the Star of Delhi Club, which was founded in 1870, before the College was opened, and which has proved a most successful institution. Meetings are held fortnightly for lectures, debates, &c. There is a reading room open every evening (except Sunday) in the College buildings. To this a good general library is attached, which is largely resorted to by the members.

Athletics.

10. A small beginning of a gymnasium has been made, which it is hoped will grow in time, and for which, I trust, it may be possible to secure a grant-in-aid when a suitable master has been found.

Gifts.

11. I have nothing to report on this head this year. Almost alone, I believe, among the large cities of the Punjab, the Delhi Municipality has declined to commemorate the Jubilee of Her Majesty the Queen Empress by founding either scholarships or medals. This is much to be regretted, as the occasion is a unique one, and this is a district where so little is done for the encouragement of education, that a little display of generosity would have been welcomed by all. I may add that an address enclosed in a suitable box was sent to Her Majesty by the Professors and students of the College.

S. S. ALLNUTT,

Principal.

APPENDIX C.

Appendix C.

Middle School Prizes

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL EXAMINATION OF 1887

No.	NAMES.	Nature and value of prizes, &c.		Conditions of award.	Names of prize winners.	Aggregate number of marks obtained.
	LAHORE DISTRICT.		Rs.			
1	Shaikh Arjumand, late Extra Assistant Commissioner, Pensioner, Qasúr.	Cash ..	15	To the best pass in the Qasúr tahsíl, (i.e.) among the candidates of the Qasúr Anglo-Vernacular, Khemkaran and Sur Singh Vernacular schools.	2688 Nihál Singh ..	472
2	Sarsutí Dás, Mahant, at Qasúr.	Do. ...	5	To the best pass in the Qasúr school.	363 Sher Singh ...	409
3	Háfiz Habíb Ulla, Member, Municipal Committee, Qasúr.	Do. ...	5	To the best pass in the Khemkaran school.	2694 Chanan Shah	423
4	Lála Datt Ráe, Pleader, Qasúr.	Do. ..	5	To the best pass in the Sur Singh school.	2688 Nihál Singh ..	472
5	Gharíb, Zaildár of Jaura ...	Do. ...	5	To the second best pass in the Qasúr school.	362 Narain Dás .	404
6	Sundar Singh, Zaildár of Pulha.	Do. ..	5	To the second best pass in the Qasúr tahsíl.	2689 Kesar Singh ..	428
7	Ghulám Nabí Khán, Zaildár, Qasúr.	Do. ...	5	To the second best pass in Khemkaran school.	2693 Umr Dín ..	371
8	Námdár, Zaildár of Búrj ...	Do. ...	5	To the second best pass in Sur Singh school.	2689 Kesar Singh .	428
9	Híra Singh, Zaildár of Dásuwál.	Do. ...	5	To a student of Qasúr school who passes the Middle School examination, and stands first in English.	362 Narain Dás	76
10	Nabí Bakhsh, Zaildár of Gharyálu.	Do. ...	5	To the best pass in Mathematics in the Qasúr tahsíl.	2688 Nihál Singh	82
11	Kála Singh, son of Kesar Singh, Zaildár of Sitoke.	Do. ..	5	To the best pass in Mathematics in the Sur Singh school.	2688 Nihál Singh	82
12	Ghulám 'Alí Agent to the Sardár of Kalsia.	Do. ...	5	To the best pass in Mathematics in the Khemkaran school.	2694 Chanan Shah	73
13	Bahádur Singh, Zaildár of Rájájang.	Do. ..	5	To the best pass in Physics in the Qasúr tahsíl.	367 Shankar Dás . 369 Sardár Alí ..	83
14	Sardár Alí Shúh, Zaildár of Sultán Shúhwála.	Do.	5	To the best pass in Sanitation in the Qasúr tahsíl.	362 Narain Dás .	35
	GURDASPUR DISTRICT.					
15	Pandit Telú Rám, Assistant Master, Municipal School, Gurdáspur.	Do. .	5	To a student who passes the Middle School examination, and stands first in Physical Science in the Province.	2619 Kálú Singh . 2665 Muhammad Bakhsh 1012 Hazárí Lál ...	96
	JULLUNDUR DISTRICT.					
16	Ghulám Hussin, Sardár Bahádur and Subadár Major of the 28th Punjab Native Infantry.	Do. ..	5	To a successful student who stands first in Mathematics among the Muhammadan boys in the Jullundur District.	2453 Sa'ádat 'Alí of Nawáshahr school.	84
17	Municipal Committee, Bhiwání.	Gold Ring	10	To a student of the Bhiwání Municipal Board school who passes the Middle School examination and stands first in the school.	115 Jai Lál	459

Appendix C.
Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL EXAMINATION OF 1887.—*concluded*

No.	NAMES.	Nature and value of prizes, &c.		Conditions of award.	Names of prize winners.	Aggregate number of marks obtained.
	DERA GHAZI KHAN DISTRICT.		Rs.			
18	Nawáb Imám Bakhsh Khán, Tumandár, Mazari.	Cash ..	10	To the best pass in Rojhán school.	None passed.	
19	Sardár Ahmad Khán, Tumandár, Lund.	Do.	8	To the best pass in Dera Ghází Khán school.	796 Kanwar Bhán...	386
20	Sardár Jalab Khán, Tumandár, Gurcháni.	Do. .	5	To the best pass in Jámpur school.	3122 Ishar Das ...	464
21	Sardár Bahádur Khán, Tumandár, Khása.	Do. ...	2	To the best pass in Dera Ghází Khán school.	796 Kanwar Bhan	386
	BANNU DISTRICT.					
22	District Board, Bannú ...	Do. ...	10	To the best pass in Bannú schools.	3196 Ahmad Khan	394
	PESHAWAR DISTRICT.					
23	Pír Bakhsh, Sub-Registrar, Pesháwar.	Silver Medal.	10	To a student who passes the Middle School examination, and stands first among the Muhammadan Rájpúts in the Province.	Cannot be traced.	

FREDERIC LARPENT,

Registrar, Punjab University.

APPENDIX D.

STATISTICS OF EDUCATION FOR CERTAIN NATIVE STATES.

Form No. I.

Appendix D. Statistics of Education for certain Native States.

RETURN OF PUBLIC COLLEGES, SCHOOLS AND SCHOLARS IN CERTAIN NATIVE STATES FOR THE YEAR 1886-87.

			Colleges, English.	High and Middle Schools. For Boys. English.	High and Middle Schools. For Boys. Vernacular.	Primary Schools. For Boys.	Primary Schools. For Girls.	Special Schools. Industrial.	Special Schools. Others.	Total. Boys.	Total. Girls.	Total. Boys and Girls.	Total population of State.
1			2	3	4	5	6	7	8	9	10	11	12
Number of Institutions.		Patiála ...	1	8	8	79	21	...	..	96	21	117	...
		Bahá'walpur ...	...	6	2	36	1	1	9	54	1	55	..
		Jínd ..	..	1	...	4	..	...	5	10	...	10	..
		Kapúrthala ..	...	1	4	29	...	.	...	34	...	34	...
		Faridkot ...	...	..	...	...	...	...	...	...	...	..	.
		Total ...	1	16	14	148	22	1	14	194	22	216	..
Number of Scholars on the Rolls on 31st March who were	*Hindús* ...	Patiála ...	8	862	442	1,744	37	..	...	3,056	37	3,093	7,34,902
		Bahá'walpur ...	...	359	55	338	..	...	68	820	...	820	91,272
		Jínd ...	...	32	..	146	...	...	99	277	...	277	2,10,627
		Kapúrthala ...	..	355	245	457	...	...	..	1,057	.	1,057	82,900
		Faridkot ..	..	...	...	...	...	...	...	...	...	.	27,463
		Total ..	8	1,608	742	2,685	37	...	167	5,210	37	5,247	11,47,164
	Sikhs ..	Patiala ...	2	51	70	403	53	..		526	53	579	4,06,141
		Bahá'walpur ..	...	10	...	..	.	...	...	10	..	10	1,678
		Jínd ...	...	4	..	..	...	...	8	12	.	12	4,835
		Kapúrthala ...	...	48	29	142	...	..	..	219	...	219	26,493
		Faridkot ...	...	..	...	..	...	...	...	...	...	...	40,187
		Total ...	2	113	99	545	53	...	8	767	53	820	4,80,834
	Muhammadans.	Patiála ..	1	262	202	843	449	...	...	1,308	449	1,757	3,21,354
		Bahá'walpur ...	..	229	77	894	21	30	79	1,309	21	1,330	4,80,274
		Jínd ...	...	8	...	18	...	...	...	26	...	26	34,247
		Kapúrthala ...	...	86	105	580	...	...	..	771	...	771	1,42,974
		Faridkot ...	...	...	...	...	...	...	...	..	..	..	29,035
		Total ...	1	585	384	2,335	470	30	79	3,414	470	3,884	10,07,884
	Other religions.	Patiála ..	...	...	...	9	...	...	...	9	...	9	3,036
		Bahá'walpur ...	..	...	...	...	...	...	...	...	...	.	270
		Jínd ...	...	...	...	...	...	...	...	...	...	...	653
		Kapúrthala ...	...	...	...	..	..	...	...	...	...	...	250
		Faridkot ...	...	...	...	...	...	...	...	..	...	..	349
		Total ...	...	...	...	9	...	...	...	9	...	9	4,558
	Total	Patiála ...	11	1,175	714	2,999	539	...	...	4,899	539	5,438	14,67,433
		Bahá'walpur ...	...	598	132	1,232	21	30	147	2,139	21	2,160	5,73,494
		Jínd ...	...	44	...	164	...	...	107	315	...	315	2,49,862
		Kapúrthala ...	...	489	379	1,179	...	...	...	2,047	...	2,047	2,52,617
		Faridkot ...	...	...	...	...	...	...	...	...	...	...	97,034
		Total ...	11	2,306	1,225	5,574	560	30	254	9,400	560	9,960	26,40,440

Form No. I.

RETURN OF PUBLIC COLLEGES, SCHOOLS AND SCHOLARS IN CERTAIN NATIVE STATES FOR THE YEAR 1886-87.—*concluded.*

Appendix D.

Statistics of Education for certain Native States.

			Colleges, English.	High and Middle Schools. For Boys. English.	High and Middle Schools. For Boys. Vernacular.	Primary Schools. For Boys.	Primary Schools. For Girls.	Special Schools. Industrial.	Special Schools. Others.	Total. Boys.	Total. Girls.	Total. Boys and girls.	Total population of State.
1			2	3	4	5	6	7	8	9	10	11	13
Numbers who were Learning	*English* ...	Patiála ...	11	1,175	...	...	...	...	...	1,186	..	1,186	...
		Baháwalpur ...	...	326	...	...	...	..	..	326	...	326	...
		Jínd ...	...	16	..	...	...	...	...	16	.	16	...
		Kapúrthala ...	.	233	66	...	...	...	...	299	.	299	...
		Farídkot ...	...	...	...	...	...	...	...	...	..	..	..
		Total ...	11	1,750	66	..	...	...	...	1,827	...	1,827	..
	Arabic, Persian and Sanskrit.	Patiála .	11	1,158	655	..	...	...	...	1,824	...	1,824	...
		Baháwalpur ...	...	493	104	538	...	...	79	1,214	..	1,214	...
		Jínd ...	...	16	..	24	...	...	17	57	...	57	..
		Kapúrthala ...	...	41	40	...	...	...	...	81	...	81	...
		Farídkot ..	...	..	...	...	...	..	...	...	...	..	...
		Total ...	11	1,708	799	562	...	..	96	3,176	...	3,176	...
	A Vernacular language.	Patiála ...	...	1,175	714	..	539	...	...	1,889	539	2,428	...
		Baháwalpur ..	...	558	87	1,328	21	30	79	2,082	21	2,103	...
		Jínd ..	...	44	...	164	...	...	107	315	...	315	...
		Kapúrthala ..	...	215	273	1,179	...	...	...	1,667	...	1,667*	...
		Farídkot ...	..	...	..	..	...	...	...	...	...	...	...
		Total ...	...	1,992	1,074	2,671	560	30	186	5,953	560	6,513	...

Note.—In the Patiála State, besides the students returned in this statement, there are said to be 634 boys in the Arabic and Gurmukhí departments, and in the purely Oriental classes maintained in connection with the Vernacular and Sanskrit High Schools; of these 516 are Hindús, 67 Sikhs, 47 Muhammadans and 4 others.

* Out of this number 737 boys are said to be learning Persian and Urdú.

Appendix D.

Statistics of Education for certain Native States.

Form

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN

			Number of schools.	Number of scholars on the rolls on 31st March 1887.	High Department.		Middle Department.	
					Boys.	Total.	Boys.	Total.
1			2	3	4	5	6	7
High and Middle Schools.	English for Boys.	Patiála	8	1,175	33	33	128	128
		Baháwalpur	6	598	62	62	536	536
		Jínd	1	44	...	...	4	4
		Kapúrthala	1	‡429	27	27	116	116
		Farídkot	...	..	...	...	...	...
		Total	16	2,246	122	122	784	784
	Vernacular for Boys.	Patiála	8	714	9	9	98	98
		Baháwalpur	2	132	...	...	132	132
		Jínd	...	..	...	...	...	...
		Kapúrthala	4	‡339	...	...	89	89
		Farídkot	...	...	...	...	...	...
		Total	14	1,185	9	9	319	319
	Total High and Middle Schools.	Patiála	16	1,889	42	42	226	226
		Baháwalpur	8	730	62	62	668	668
		Jínd	1	44	...	...	4	4
		Kapúrthala	5	‡768	27	27	205	205
		Farídkot	..	...	...	...	..	...
		Total	30	3,431	131	131	1,103	1,103
PRIMARY SCHOOLS FOR—								
Boys ...		Patiála	79	2,999	...	...	...	...
		Baháwalpur	36	1,232	...	...	...	...
		Jínd	4	164	...	...	...	...
		Kapúrthala	29	1,179	...	...	...	...
		Farídkot	...	...	...	...	...	...
		Total	148	5,574	...	...	...	...
Girls ...		Patiála	21	539	...	...	...	...
		Baháwalpur	1	21	...	...	...	...
		Jínd	...	...	...	...	...	...
		Kapúrthala	...	...	...	...	...	...
		Farídkot	...	...	...	...	...	...
		Total	22	560	...	...	...	...
Total Primary Schools.		Patiála	100	3,538	...	...	...	...
		Baháwalpur	37	1,253	...	...	...	...
		Jínd	4	164	...	...	...	...
		Kapúrthala	29	1,179	...	...	...	...
		Farídkot	...	...	...	...	...	...
		Total	170	6,134	...	...	...	...
Grand Total...		Patiála	116	5,427	42	42	226	226
		Baháwalpur	*45	1,983	62	62	668	668
		Jínd	5	208	...	...	4	4
		Kapúrthala	34	†1,047	27	27	205	205
		Farídkot	...	...	...	...	...	...
		Total	200	9,565	131	131	1,103	1,103

Note.—In the Patiála State it is said there are no separate divisions of the Primary department into the Departments, are therefore, shown under the column Upper Primary department.

* In the Baháwalpur State there are, besides these 45 schools, 9 other schools as below :—

	Schools.	Students.
High Arabic schools for religious education ...	6	58
Lower Religious schools	1	21
Hindí schools	2	68
Total ...	9	147

† Excluding 81 boys learning Sanskrit and 19 boys learning Gurmukhí.

‡ The total of boys learning in High and Middle schools in the Kapúrthala State as gvien in Form No. I

No. II.

PUBLIC SCHOOLS IN CERTAIN NATIVE STATES ON 31ST MARCH 1887.

Appendix D.

Statistics of Education for certain Native States

Upper Primary Department.			Lower Primary Department.						Total.		
			Reading printed books.			*Not reading printed books.*					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
8	9	10	11	12	13	14	15	16	17	18	19
1,014	...	1,014	...	...	...	...	...	...	1,175	...	1,175
...	...	...	..	...	...	..	...	..	598	...	598
12	...	12	23	...	23	5	...	5	44	..	44
112	...	112	174	...	174	..	...	...	429	...	429
...	...	...	...	..	...	...	...	...	...	...	...
1,138	...	1,138	197	...	197	5	...	5	2,246	...	2,246
607		607	...	...	...	...	...	...	714	...	714
...		...	...	...	...	...	...	...	132	...	132
...		...	...	...	...	...	...	...	...	...	...
94	...	94	156	...	156	...	...	...	339	...	339
...	...	...	...	...	...	...	...	...	...	...	...
701	...	701	156	...	156	...	...	...	1,185	...	1,185
1,621	...	1,621	...	...	...	...	...	...	1,889	...	1,889
...	...	...	...	...	...	...	...	...	730	...	730
12	...	12	23	...	23	5	...	5	44	...	44
206	...	206	330	...	330	...	...	...	768	...	768
...	...	...	...	...	...	...	...	...	...	...	...
1,839	...	1,839	353	...	353	5	...	5	3,431	...	3,431
2,999	...	2,999	...	...	...	...	...	...	2,999	...	2,999
...	...	...	1,232	...	1,232	...	...	...	1,232	..	1,232
24	...	24	61	...	61	79	...	79	164	...	164
258	...	258	921	..	921	...	...	...	1,179	...	1,179
...	...	...	...	...	...	...	...	...	...	...	...
3,281	...	3,281	2,214	...	2,214	79	...	79	5,574	...	5,574
...	539	539	...	...		...	...	...	...	539	539
...	...	...	...	21	21	...	...	...	...	21	21
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	539	539	...	21	21	...	...	...	...	560	560
2,999	539	3,538	..	...	...	...	...	...	2,999	539	3,538
...	...	...	1,232	21	1,253	...	...	...	1,232	21	1,253
24	...	24	61	...	61	79	...	79	164	...	164
258	..	258	921	...	921	..	...	..	1,179	..	1,179
...	...	...	...	...	...	...	...	...	...	...	...
3,281	539	3,820	2,214	21	2,235	79	...	79	5,574	560	6,134
4,620	539	5,159	...	...	...	...	...	...	4,888	539	5,427
...	...	...	1,232	21	1,253	..	...	...	1,962	21	1,983
36	...	36	84	...	84	84	...	84	208	...	208
464	...	464	1,251	...	1,251	...	...	..	1,947	...	1,947
...	...	...	...	...	...	...	...	...	...	...	...
5,120	539	5,659	2,567	21	2,588	84	...	84	9,005	560	9,565

Upper Primary department and the Lower Primary department. All the students reading in the Primary

amounts to 868; *viz.*, in English schools 489, and in Vernacular schools 379.

Appendix D.

Statistics of Education for certain Native States.

FORM No. III.

RETURN OF INDIGENOUS SCHOOLS IN CERTAIN NATIVE STATES FOR THE YEAR 1886-87.

		Advanced Schools Teaching		Elementary Schools.				Remarks.
		Arabic or Persian.	Sanskrit.	For boys.	For girls.	Total.	No. of girls in boys' schools.	
1		2	3	4	5	6	7	8
No. of Institutions.	Patiála	...	...	101	3	104	...	
	Bahâwalpur ...	54	5	361	...	420	...	
	Jínd	..	...	6	...	6	...	
	Kapúrthala ...	16	...	155	1	172	...	
	Farídkot ...	...	1	2	...	3	...	
	Total ...	70	6	625	4	705	...	
Number of Scholars on the rolls on the 31st March who were: *Hindús* ...	Patiála	...	...	667	...	667	...	
	Bahawalpur ...	7	32	462	...	501	...	
	Jínd	...	...	45	...	45	...	
	Kapúrthala ..	49	...	268	7	324	...	
	Farídkot ...	...	46	30	..	76	...	
	Total ...	56	78	1,472	7	1,613	...	
Sikhs	Patiála	...	...	74	...	74	...	
	Bahâwalpur ..	...	...	...	...	...	...	
	Jínd	..	...	4	...	4	...	
	Kapúrthala ...	2	...	83	...	85	...	
	Farídkot ...	...	..	50	...	50	...	
	Total ...	2	...	211	...	213	...	
Muhammadans,	Patiála	...	...	617	70	687	...	
	Bahâwalpur ...	426	...	1,812	...	2,238	...	
	Jínd	...	...	29	...	29	...	
	Kapúrthala ...	104	...	917	...	1,021	...	
	Farídkot ...	...	...	22	...	22	...	
	Total ...	530	...	3,397	70	3,997	...	
Other religions,	Patiála	...	...	7	...	7	...	
	Bahâwalpur ..	...	...	...	...	...	...	
	Jínd	...	...	...	...	...	...	
	Kapúrthala ...	...	...	...	...	...	...	
	Farídkot ...	...	...	..	...	...	...	
	Total ...	...	...	7	...	7	...	
Total	Patiála	..	...	1,365	70	1,435	...	
	Bahâwalpur ...	433	32	2,274	...	2,739	286	
	Jínd	...	...	78	...	78	...	
	Kapúrthala ...	155	...	1,268	7	1,430	25	
	Farídkot ..	...	46	102	...	148	...	
	Total ...	588	78	5,087	77	5,830	311	
Numbers who were learning: *English* ...	Patiála . ..	...	...	7	...	7	...	
	Bahâwalpur ...	...	...	..	...	...	...	
	Jínd	...	...	...	...	...	...	
	Kapúrthala ...	10	...	...	...	10	...	
	Farídkot ...	...	...	...	...	...	...	
	Total ...	10	...	7	...	17	...	
Arabic, Persian or Sanskrit ...	Patiála	...	..	1,108	70	1,178	...	
	Bahâwalpur ...	433	32	2,246	...	2,711	286	
	Jínd	..	..	70	...	70	...	
	Kapúrthala ...	141	...	983	...	1,124	..	
	Farídkot ...	..	46	...	...	46	...	
	Total ...	574	78	4,407	70	5,129	286	
A Vernacular language ...	Patiála	...	...	250	...	250	...	
	Bahâwalpur ...	...	...	28	...	28	...	
	Jínd	...	...	78	...	78	...	
	Kapúrthala ...	4	...	285	7	296	...	
	Farídkot ...	...	...	102	...	102	...	
	Total ...	4	...	743	7	754	...	

APPENDIX E.

REPORT ON THE CENTRAL TRAINING COLLEGE, FOR 1886-87.

Appendix E.

Report on the Central Training College.

The numbers at present on the rolls are as under :—

Attendance.

Class.		Students.	Teachers.	Total.
English	Senior	16	9	25
	Junior	14	..	14
Vernacular		19	12	31
		49	21	70

These numbers, from the nature of the case, are similar to those given in last report where the total number on the rolls is given as 69. Our allotment being fixed, we cannot increase the numbers in our classes, even though the number of applications is yearly increasing.

Choice of candidates.

In selecting men for admission, I endeavoured to choose those who were likely to continue during the session and who declared their willingness to become teachers. I drew out a form of agreement which they all signed. By and by such agreements may be demanded as a matter of course by the Department; even in the present case the attendance during the year has been much steadier than that of last year, and as a consequence the work has also been more satisfactory.

I regret to note, however, that both this year and last year, teachers were sent in to the Training College who were not qualified for admission. The reason seems to be that the qualified teachers (who are still untrained) are nearly exhausted, and Inspectors have been forced to fall back on men of lower qualifications, most of them being teachers in Primary schools. As, however, the rules will be strictly enforced in future, probably very few teachers will seek admission next year, and the numbers on the rolls will decrease. To avoid this and to enable the College to exert as wide influence as possible, it might be notified that Inspectors of Schools may send in men for either the Senior or the Junior class.* In this way the Junior Class would be increased, and a corresponding benefit to English teaching in Primary schools would accrue.

Junior English class.

I stated in my last report that it was my intention to revert more closely to the scheme of work originally laid down for this class. I have done so, and during the session the Junior students have gone through a daily course of three hours in English, including grammar, translation, reading, &c. I do not know what results the examination may show, but in their grasp of these subjects this year's class is much superior to that of last year.

Senior English class.

This class has been conducted on the same lines as last year, except that greater stress has been laid on work in the Model School and on practical work in science, two branches which tell strongly on their skill as teachers. Last year I exempted several men, who had passed either the Intermediate or B. A. Examination of the Punjab University from the science work; the consequence being that one, a B. A., and several F. A.'s failed. This is a clear proof of the necessity and advantage of our course in the Training College even for graduates. This year no one has been exempted from attendance in the science classes.

The teachers admitted to this class during the year under report are decidedly inferior to those of last year, but they have improved very much by their study here. Several of them are too old.

Senior Vernacular class.

Many of the Normal School students who entered this class joined too late. One student was sent in three months after the beginning of the session; I refused him admission. The chief feature in the work of this class has been the marked advance made in skill in object teaching. This I attribute partly to the greater attention now being paid to this sub-

* They are at perfect liberty to do so; and in some cases I have selected teachers myself and requested that they might be sent to join the junior class. The Principal also was instructed not to admit students who did not possess the requisite qualification. Apparently he has placed some students in the wrong class under a misapprehension of the rules laid down.

Appendix E.

Report on the Central Training College.

ject in the Normal schools. Much attention has also been paid to their work in science, but our stock of apparatus is very defective. I have tried to increase the interest of the students in practical and illustrative work by the formation of a small museum in the Central Model School.

Results of examinations of 1886.

English Classes.—In these classes the number of passes is greater than in the previous year, but the number of failures is also greater. This is partly due to the fact that, in order to compel the students, who had been in receipt of scholarships, to recognise their obligations, several who had gone to situations were brought back for the Certificate examination. These mostly failed. In former years no student was presented for examination who had not attended during the whole session. Only one senior student failed in practice of teaching, and three juniors: the majority of the failures occurred in science, the questions set (in physics especially) being far beyond the standard of the Science Primers. One student, a B.A., obtained two marks, while several who had been reading science in Government College also failed. It is certainly most desirable that the standard should be raised, but it should be done gradually.*

Omitting, therefore, this subject which affords no grounds for comparison with previous years, the statistics for the College are :—

Class.		No.	Passed.		Failed.
			First Grade.	Second Grade.	
English	a. Senior	22	9	12	1
	b. Junior	14	2	8	4
Vernacular ... Senior		32	1	17	14
		68	12	37	19

As the standard of pass-marks has now been raised, and as mathematics has now been added to the course of study, the Certificate examination has now become of such a character that only really good students can hope to pass. This will raise the value of the certificate but will also render the results of the next Certificate examination more doubtful.

Situations obtained.

A fortunate circumstance connected with the work of last year is that, owing to the reorganization of the Normal schools, a number of the best students obtained situations in these schools. They have mostly done excellent work there, and so far as the Lahore Normal School is concerned, their employment has much improved the tone and work of the Model school.

Every available man obtained employment, and I have had, during the year, repeated applications for trained men whom I was unable to supply. Of the present year's classes, several students have already situations being kept open for them, chiefly in Mission schools. This shows clearly that trained men are still far from being a glut in the market. The average salary of the men who were in last year's Senior English Class is Rs. 56—a most gratifying figure. A very satisfactory feature of this year's work has been a demand for trained Vernacular students, showing that both Vernacular and Anglo-Vernacular schools are appreciating the work of the College.

Staff.

The Vernacular Class began work with Lála Umráo Singh in April 1886. During the year under report the following changes have taken place in the Translation department; the post of second translator has been held at various times, during the year, by Lála Shiv Diyál, Maulaví Ihsán 'Alí, Lálas Khiyálí Rám, Makhan Lál, and Súraj Naráin; and the work of Munshí has been carried on by Maulaví Ihsán 'Alí or Maulaví Abdulla. These changes have somewhat prevented continuity of work, but the report appended will show that much good and useful work has been done. The Translation department is fortunate in securing the services of Lála Súraj Naráin, an able student, and of Lála Jíyá Rám, both of them excellent teachers as well as translators. Maulaví Ihsán 'Alí is of little use in the work of translation; his post might be abolished, and a higher paid translator and master appointed on a salary made up of the Munshí's pay, and the

* The examiner in 1885 and 1886 was the same, *viz.*, the Professor of Science, Government College. Measures will be taken to prevent fluctuations in the standard in future.

amount deducted from the Head Translator's. The holder of this new post might also act as clerk. Maulaví Ulfat Husain, an old servant of the Department, has been on sick leave since 18th January.

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Report on the Central Training College.

Gymnastics

Gymnastic apparatus was erected last year, and the students have gone through a course of training under Lálá Sundar Dás. No provision has been made, however, for granting them certificates this year.

Books, charts, &c., prepared during the year.

With the help of Lála Jíyá Rám, I have prepared a series of reading sheets which ought to be of service in Primary schools ; also a chart to aid in the teaching of numeration and notation (in which the Head Master of the Normal School helped) ; also series of arithmetical test-cards for each of the classes of the Primary school. Lálá Rallá Rám, of the Normal school, has helped with these. Lála Súraj Narain has completed the 5th Urdu Reader, and a number of the District Geographies have been completed. Lálá Umráo Singh has also prepared a second edition of his book on Object Lessons, for which I have revised and improved the introductory chapter. In these various ways the work of the staff, during the year, will perhaps have an indirect influence for good on the educational work of the Province.

I close my report by acknowledging the valuable help I have received in all departments of my work from the Assistant Superintendent, Lálá Umráo Singh, who has worked indefatigably for the good of the College.

Appendix to Report on Central Training College, showing employment obtained by students of last year's English classes.

Seniors.—Twenty-two men, of whom 7 being teachers rejoined their appointments. The other 15 were :—

1. Bhagat Rám, B.A., Head Master, Mission School, Jullundur, Rs. 140.
2. Gobind Rám, F.A. 2nd Master, Mission School, Jullundur, Rs 60.
3. Harí Singh, F.A., Head Master, Model School of Lahore Normal School, Rs. 60.
4. Mohan Singh, F.A., 2nd Master, Model School of Lahore Normal School, Rs. 40.
5. Thákar Singh, F A., 3rd Master, Central Model School, Lahore, Rs 40.
6. Shambú Nath, F.A., Head Master, Miání Middle School Rs. 40.
7. Nihál Chand, English Master, Pindí Normal School, Rs. 40.
8. Súraj Narain, F.A., 2nd Translator, Central Training College, Rs. 100
9. Chajjú Mal, Head Master, Girls' School, Ludhiána, Rs 45.
10. Gaurí Shankar, 2nd Master, Hoshiárpur, M. B. School, Rs. 25.
11. Abdul Karím, Officiating teacher, Hoshiárpur. Rs. 25.
12. Mathra Dás, B.A., Rs. 110, Secretariat Office, Simla.
13. Barkat Alí, Iqbál Kishan and Wadháwa Singh, joined Government College.

Juniors.—

1. Muhammad Isma'íl, Offg. English teacher, Amritsar, Rs. 25.
2. Sundar Singh, Model School, Jullundur, Rs. 25.
3. Tára Chand, (2) „ „ Delhi, Rs. 30.
4. Jodhá Rám, „ „ Ráwalpindí, Rs. 35.
5. Tárá Singh, M. B. School, Amritsar, Rs. 25.
6. Arúr Singh, and Tárá Chand, (1) Telegraph Office, Simla, Rs. 40 each.
7. Gang Rám, Accountant-General's Office, Rs. 30.
8. Kirpá Rám, Lahore Public Library. Rs. 40.
9. Karm Chand, Chamba School, Rs. 25.
10. Lal Chand, Government College.

Appendix to Report on Central Training College.

REPORT ON THE TRANSLATION DEPARTMENT FOR 1886-87.

During the year the first translator, Lála Jíyá Rám, has spent 18 hours weekly in the teaching work of the Training College. The second translator also helps in teaching. The other member of the staff cannot translate, his special work being to polish the language of the translators. This is

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Report on the Central Training College.

now generally done by submitting the work of the translators to men of recognised literary merit who are able to appreciate the nice distinctions between English synonyms, and are, therefore, able at the same time to estimate both the accuracy and the beauty of the translation. The post of Munshí is, therefore, practically useless; a translator to take his place would greatly facilitate our work.

The work done during the session has been as follows:—

I.—Oirginal work.

By Lálá Jíyá Rám:
1. Geography of the Gurgáon District, 90 pp.
2. " " Karnál " 52 pp.
3. " " Sháhpur " 70 pp.
4 " " Ráwalpindí " 87 pp.
5. Seven Alphabetic and Reading Sheets.

No. 1. Alphabet as in Qáida-i-Urdú.

No. 2. The Alphabet, each letter being followed by the combination of that letter (when possible) with the aspirate.

No. 3. The Alphabet, arranged on a comparative method, showing similarly shaped letters in separate lines.

No. 4. A paradigm showing the way in which each letter combines with others initially, medially and finally.

Nos. 5-7. Reading sheets, designed to teach reading on the phonic principle.

6. The 5th Urdú Reader—containing lessons on Animals, Plants, Metals, Physical Phenomena, Historical and Moral subjects; 177 pp. (120 by Lálá Súraj Naráyin, the rest by different translators).

II.—Translations.

No *books* have been translated; the work of translation has been confined to Circulars issued by the Director of Public Instruction, and to various notices connected with the Aitchison College. It is to be regretted that the Text Book Committee had no books to offer for translation, as this is a more profitable way of occupying the staff than that of setting them to translate circulars. The translation of the Manual for Normal Schools will, in a short time, however, afford abundant employment.

III.—Books reported on.

As last year, most of the books submitted to the Text Book Committee were reported on by the staff of the Training College, English text books by the Principal, Vernacular ones by the first translator.

The following productions were reported on by Lálá Jíyá Rám:—

1. Makhzan-ul-Muháwarát, by Munshí Chiranjí Lál.
2. Tatimma-i-mufíd-ut-talabá, by Munshí Labhá Rám.
3. Súrat-ut-t'alím, by Munshí Ajudhyá Parshád.
4. Shá'irí, by Hakím Jáfar 'Alí.
5. T'alím un-Naswán.
6. Vyákaran Ratna, by Pandit Mohan Lál.
7. Hayát-i-Sa'dí, by Maulaví Altáf Husain Hálí.
8. Umdat-ut-tawáríkh, by Munshí Sohan Lál, Súrí.
9. Jagat Bhúgol (Hindí), by Lálá Mathrá Dás.
10. Miftáh-ul-Misáhat, by Maulaví Muhammad Salím Ullah.
11. English Idiomatic Phrases, by Maulaví Hashmat Ullah.
12. New Urdú Alphabet, by Maulaví Saíyid Ahmad.
13. Bháshantar Pathomála (English and Hindí) Parts I and II.
14. Primary Urdú Reader, by Maulaví Riáz-ud-dín Ahmad.
15. Bodhmanjarí (Hindí) by Pandit Bhánu Datt.
16. Navín Sanskrit Pathopkárak (Sanskrit), by Pandit Bhánu Datt.
17. Ráh-numá-i-Hisáb, by Pandit Díná Náth.
18. MSS. Geography of Rohtak District, by Bábú Harnáth Saháe.
19. "Punjab Review" No. 1 for January 1887.
20. Nágá Nand, translated into Hindí, by Lálá Sítá Rám.
21. Anglo-Hindustání Primer, by Maulaví Vazír Ahmad, B.A.
22. Imperial Anglo-Nágrí Dictionary, by Lálá Gúní Lál.
23. Bhágyawatí (a Hindí novel), by Pandit Shraddhá Rám.
24. Geography of the Kángra District, by Munshí Labhá Rám.

WM. BELL, PRINCIPAL,
Central Training College.

APPENDIX F.

Appendix F.

Report on the Mayo School of Art.

REPORT ON THE MAYO SCHOOL OF ART, LAHORE, FOR 1886-87

I have the honour to submit a brief report of the working of the Mayo School of Art for the year 1886-87.

The number of students on the school rolls on the 31st March 1887 was 82 and the average daily attendance was 60. This is an increase of 12 over the enrolled number of last year and of 9 on the average attendance. The improvement in the average daily attendance shown by these figures has been noticeable during the year The classes from which our boys are drawn are not remarkable for punctuality or regularity, nor is it easy to persuade them of the importance of these virtues in a line of study, that more than any other, demands continuous practice.

In previous reports I have mentioned the fact that several boys come to the school for a time and retire after a brief trial. This year twenty youths, some of whom gave fair promise of success, have come and gone after periods varying from 3 to 28 days. Many applicants for admission were of comparatively mature years, had no knowledge of any craft, no notion of drawing nor of any thing connected with it, but professed in general terms a wish to learn "Arts." We make it a rule, as far as possible, to refuse no one, and are always willing to give a trial to any applicant who wishes to learn. It frequently happens that after a little conversation and a look round the school young men realise that success in our line requires early initiation and long and continuous practice and so withdraw.

It is no fault of the educational scheme of the Province, but the wide-spread notion that it is possible in a short time by the help of books and teaching to acquire bread-winning accomplishment in craftsmanship is one of many curious illusions cherished by youths of the clerkly class. No artizan's son has any such idea. Another rooted notion is that it is possible to teach Art by books. I am frequently asked if there is not some book in which the whole business is concisely set down.

The geometry and perspective classes have been assiduously followed during the year and with good results.

At a competitive examination in practical geometry the first place was taken by Jai Kishan, a Hindú, and the second by Khudá Bakhsh, a Muhammadan student, both belonging to the drawing and decorative class under Sher Muhammad.

The senior youths of the mistri class under Rám Singh did not keep up their theoretical work quite so well, but I have no great complaint to make as to their industry. These youths ought to be of great use not only as draughtsmen and designers, but their daily practice in carpentry and their knowledge of building construction should make them valuable assistants in building work. We have five who may be fairly described as skilful at bench and drawing-board and able to sketch at once with tolerable truth of perspective any object, detail or machine; and there are several younger boys who are coming forward fast.

The most serious drawback to their success in life is their lack of education, and especially their ignorance of the English language. The consequence is that they frequently have to take a position subordinate to mere clerks, tracers and computers who do not possess a tittle of their ability and usefulness.

A morning class for instruction in vernacular reading, writing and arithmetic, before the regular school work begins is of great use to the younger boys. But although the elder ones are, in a general way, anxious to improve their position; they do not, like youths in similar circumstances in Europe, devote themselves to study in their leisure hours. The Registrar of the School, Lálá Dhanpat Ráo, has frequently offered to give them a daily two hours of English teaching after our school time, but though I should have been glad to see this carried out, I have not urged it in more than general terms. The truth is that some of these young men attend the school at a pecuniary sacrifice, *i.e.*, they could earn good wages outside and by working at home in the early mornings and evenings, they make up the deficiency. I regret to have to dwell at such length on a subject I have often mentioned in previous reports. But this low level of general intelligence is our worst drawback. It is comparatively easy to get a geometrical problem understood or a perspective diagram drawn, but most difficult to

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Report on the Mayo School of Art.

secure an intelligent appreciation of real delicacy and truth in free hand drawing or of an idea outside ordinary practice.

There may be less to observe in an Indian town than in a European one, but the neglect of the faculty of observation by Punjab youths has other causes than the blankness of their surroundings. I am afraid, it might be justly said by way of summary that the care and pains spent have only half the effect that might be produced on better material. In Europe a teacher is eagerly followed, in this country there is a constant sense of drag and push exerted against a stolid *vis inertia*.

During the year Nizám Dín and Akbar Sháh, two youths sent from the Qasúr Industrial school, who have been a long time in training with us and have attained considerable skill in carpet designing and other branches of industrial design, returned to Qasúr where they ought to be useful. The latter obtained a prize for a design for a carpet exhibited at the Simla Art Exhibition. This design, by the way, is being produced by Messrs. Deví Sahác and Chambá Mal at their new carpet factory at Amritsar. Púran and Kálú sent from Nábha, returned thither at the request of His Highness the Rája of Nábha to be employed on work for the State. Both these men were a little too old and fixed in their own ways to take all the profit possible from the school teaching, nor could they be persuaded to shake off the indolent and desultory habits which mark the lower orders of State servants, sure of their bread, all the world over. Salám Dín has been engaged as lithographic draughtsman and wood engraver in the Government Press, where I understand, he is doing good work. Two men of the drawing and decorative class, Rádhá Kishan, Amritsar Municipality student, and Fazl Dín were under an engagement to join the Archæological Survey in October next as draughtsmen, after special training. I think they will do us credit.

The staff of the school were all occupied last year in preparations for the Colonial and Indian Exhibition. Medals and diplomas were awarded to all and also to three of the students, so that the school receives nine medals.

As a teacher, I may be permitted to regard with equal satisfaction the cordial congratulations on our exhibits which Professor Reauleaux, the Director of the Royal Polytechnic Academy and Museum of Berlin, has been kind enough to offer in a private letter.

The main feature of the year has been the increased attention given to theoretical and practical teaching, and the work done for outsiders, with which the name of the school is associated, has been chiefly the personal work of the Principal and staff. Students were, however, engaged on designs for Hoshiárpur inlay prepared at the request of Colonel Craster for the use of the workmen of that town, in designs for koftwork, architectural details for the Public Works Department, and other things.

The earnings of the school are insignificant, and they will probably be less as time goes on. A School of Art cannot well be conducted on the factory or jail system. A certain amount of money is bound to accrue to any establishment that makes designs. As a matter of fact, however, the greater part of our work is given away. We could not charge the workmen of Hoshiárpur or of Kotlí Lohárán for drawings or models meant to improve their work. Architectural details made for the Public Works Department have not been charged for because the work was good practice for students. So our earnings, as a school, must and ought to be limited. The products, if any, of the personal work in original design of the Principal and staff will not in future be put down to the credit of the school. The net amount earned for the year under report is Rs. 211-11-5.

The following scholarships are given by Municipalities and it would be a great advantage if the list were increased :—

Amritsar	Rs. 10	held by	Rádhá Kishan.
,, ...	,, 5	,,	Abdul Haq.
Hoshiárpur	,, 6	,,	Munshí Ram.
Jhang (Chiníot)... ...	,, 5	,,	Khudá Bakhsh.
Siálkot District Board ...	,, 5	,,	Ahmad Dín.
Delhi Municipal Committee	,, 7	,,	Buland Akhtar.

Lálá Karm Chand of Amritsar has kindly offered a Jubilee silver medal to be given annually for the best architectural drawing produced in the school.

The clerk and assistant teachers of the school have done excellent work during the year.

J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

APPENDIX G.

Appendix G.

Educational Press and Text Book Department.

REPORT ON THE GOVERNMENT EDUCATIONAL PRESS AND TEXT BOOK DEPARTMENT.

1. It will appear from the Financial Statement No. I that the sums drawn from the Treasury on account of establishment, contingencies and payments to private presses amount to Rs. 28,802-13-7, which added to the value of tools and plant, and of uncompleted work and outstandings at the beginning of the year amount to Rs. 1,20,146-8-11. Against this the total payments made into the Treasury in cash, Rs. 59,446-1-11 (including the proceeds of the press, miscellaneous items and sums paid by Messrs. Gillon & Co., and Munshí Guláb Singh) added to Rs. 1,579-11 6, the sums adjusted by transfer entry, make a total payment of Rs. 61,025-13-5, which added to the outstandings with Messrs. Gillon & Co., and Munshi Guláb Singh at the close of the year, make a total of Rs. 1,26,098-5-10, thus showing a profit of Rs. 5,951-12-11.

2. In Statement No. II. the receipts are compared with the outturn of the press. The sums drawn from the Treasury during the year, together with the value of plant and outstandings at the beginning, amount to Rs. 50,926-12-8, while the payments made to Government and the outturn, together with the price of presses and materials sold to Munshí Guláb Singh and the outstandings at the close of the year aggregate Rs. 54,001-1-2, thus showing a profit of Rs. 3,074-4-9.

3. Statement No. III (part I) shows the balance due at the beginning of the year by Messrs. Gillon & Co., on account of books sold by them, the price of which had not been paid into the Treasury; the value of stock held by them on commission sale on that date, the value of books supplied to them from 1st April to 31st December 1886, and the payments made by them during the year. Their total payments amount to Rs. 45,102-6-3, and the balance with them at the close of the year was Rs. 56,123-12-4. This includes the price of books sold by them during the quarters ending 30th September and 31st December 1886, of which they have not yet supplied any accounts, and of books made over by them to Munshí Guláb Singh, of which they have not yet furnished lists.

The adjustment of the balance of Rs. 56,123-12-4 will be effected in the course of the current year.

From the same statement (part 2) it will be seen that the balance due on 31st March 1887, on account of books, &c., purchased outright by Messrs. Gillon & Co., was Rs. 8,198. they have, however, subsequently returned books to the value of Rs. 7,647-14-2, leaving a balance of Rs. 550-1-10 for adjustment.

As Messrs Gillon & Co. have made no payments during 1886-87 on account of Secretariat books, the same balance is shown at the close of the year as at the beginning, *vide* part 3 of the statement.

4. Return No. IV shows the state of Munshí Guláb Singh's account on 31st March 1887, up to which date he had paid Rs. 11,000, and he has made a further payment of Rs. 15,800 subsequently.

5. The arrangements with Messrs. Gillon & Co., for the supply of school books not having been found to work satisfactorily, the contract for the printing and sale of school books was made over to Munshí Guláb Singh for a period of three years from 1st January 1887. The principal terms of agreement with him are the following :—

I.—That he would take over all the existing stock of text books at 20 per cent. over and above their cost price.

II.—That he would print the departmental text books and supply them at the rate of one anna for 50 pages or one pie for four pages.

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Educational Press and Text Book Department.

III.—That he would allow a discount of 10 per cent. and deliver books at the nearest Railway Station free of carriage to wholesale purchasers.

IV.—That he would pay 10 per cent. on the selling price of the departmental text books printed by him, as the Government share of copyright.

6. The Government Educational Press was abolished from 1st January 1887 and the presses, stock and materials were sold to Munshí Guláb Singh.

7. The new books issued by the Department during the year are the following:—

1. Urdú Selections for Normal Schools.
2. District Geography of Amritsar.
3. Ditto of Lahore.
4. Ditto of Delhi.
5. Ditto of Jullundur.
6. Ditto of Gujránwála.
7. Ditto of Gurdáspur.

CHANDRA NATH MITTRA,

Superintendent, Government Educational Press.

I.

FINANCIAL STATEMENT OF THE GOVERNMENT EDUCATIONAL PRESS AND TEXT-BOOK DEPARTMENT FOR THE YEAR 1886-87.

	Rs. A. P.	Rs. A. P.
Tools and Plant and value of uncompleted work at the beginning of the year	...	21,128 10 1
Outstandings—		
Miscellaneous at the beginning of the year	995 4 9	
Due by Messrs. Gillon & Co., at the beginning of the year on account of sale of books	38,102 6 10	
Value of books on Commission sale with Messrs. Gillon & Co., at the beginning of the year	31,117 5 8	
		70,215 1 3
Amount drawn from Treasury—		
Pay of Superintendent, Office and Press Establishment and Contingencies	11,488 9 3	
Payments to Private Presses	17,314 4 4	
		28,802 13 7
Profits on the year's transactions	...	5,951 10 5
Total	...	1,26,098 3 4

	Rs. A. P.	Rs. A. P.
Proceeds of the Press, being work done for other Departments paid into Treasury in cash	66 6 6	
Proceeds of the Press, being work done for other Departments adjusted by transfer entry	1,579 11 6	
		1,646 2 0
Miscellaneous items paid into Treasury—		
Price of paper received from Private Presses	399 15 6	
Sale of a Stationery box	0 7 0	
Do. Official books	388 9 6	
		789 0 0
Sale proceeds of books paid into Treasury by Messrs. Gillon, & Co.	45,102 6 3	
Do. do. by Munshí Guláb Singh	11,000 0 0	
Do. do. by Superintendent, Government Educational Press	2,488 5 2	
		58,590 11 5
Outstandings—		
Miscellaneous at the close of the year	743 8 0	
Due on account of sales by Messrs. Gillon & Co., and balance of stock transferred to the Mufid-i-'Am Press	56,123 12 4	
Due by Munshí Guláb Singh	8,205 1 7	
		65,072 5 11
Total	...	1,26,098 3 4

II.

STATEMENT OF RECEIPTS AND OUTTURN OF THE EDUCATIONAL PRESS FOR THE YEAR 1886-87.

	Rs. A. P.	Rs. A. P.
Tools and Plant and Value of uncompleted work at the beginning of the year	21,128 10 1	
Outstandings at the beginning of the year	995 4 9	22,123 14 10
Amount drawn from Treasury—		
Pay of Superintendent, Office and Press Establishment and Contingencies	11,488 9 3	
Payments to Private Presses	17,314 4 4	28,802 13 7
Profits of the Press	...	3,074 4 9
Total	...	54,001 1 2

	Rs. A. P.	Rs. A. P.
Proceeds of the Press—		
Paid into Treasury in cash	66 6 6	
Adjusted by transfer entry	1,579 11 6	1,646 2 0
Miscellaneous items paid into Treasury—		
Price of paper received from Private Presses	399 15 6	399 15 6
Outturn of Work—		
Books supplied to Messrs Gillon & Co.—		
Rs. A. P.		
Retail Value 40,007 15 6		
Less discount 8,001 9 5	32,006 6 1	
Books supplied to Munshí Gulâb Singh at 20 per cent. above cost price	11,904 12 9	43,911 2 10
Outstandings—		
Due by Munshí Gulâb Singh on account of copyright in books printed by him during the quarter ending 31st March 1887	1,045 14 10	
Tools and plant sold to Munshí Gulâb Singh	6,254 6 0	
Due for work done...	743 8 0	8,043 12 10
Total	...	54,001 1 2

III.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MESSRS. GILLON, & Co., FROM 1ST APRIL 1886 TO 31ST MARCH 1887.

(1). *Commission Sale Account.*

Credit.	Rs. A. P.	Debit.	Rs. A. P.	Rs. A. P.
Payments made during the year by Messrs. Gillon, & Co., on account of stock sold	45,102 6 3	Balance due by Messrs. Gillon, & Co., being value of books sold, but not paid into Treasury up to 31st March 1886	38,102 6 10	
Balance due by Messrs. Gillon, & Co., on account of stock and sale proceeds	56,123 12 4	Balance of stock with Messrs. Gillon, & Co.	31,117 5 8	69,219 12 6
		Value of stock on Commission sale made over from 1st April to 31st December 1886—		
		Retail value	40,007 15 6	
		Less Discount	8,001 9 5	32,006 6 1
Total	1,01,226 2 7	Total	...	1,01,226 2 7

(2). ACCOUNT OF BOOKS, FURNITURE, &c., PURCHASED OUTRIGHT BY MESSRS. GILLON, & Co.

	Rs. A. P.		Rs. A. P.
Payments made during the year	...	Balance due by Messrs. Gillon, & Co., for books &c., on 31st March 1886	8,198 0 0
Balance due by Messrs. Gillon, & Co., on 31st March 1887	8,198 0 0		
Total	8,198 0 0	Total	8,198 0 0

(3). ACCOUNT OF SECRETARIAT BOOKS HELD ON COMMISSION SALE BY MESSRS. GILLON, & Co.

	Rs. A. P.		Rs. A. P.
Payments made during the year	...	Balance due by Messrs. Gillon, & Co., for Secretariat books (on 1st April 1886) ...	1,795 8 0
Balance due by Messrs. Gillon, & Co., at the end of the year (31st March 1887.)	1,795 8 0		
Total	1,795 8 0	Total	1,795 8 0

Appendix G.
Educational Press and Text Book Department.

IV.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH FOR THE YEAR 1886-87.

Credit.	Rs. A. P.	Debit.	Rs. A. P.
Payments made by Munshí Guláb Singh up to 31st March 1887	11,000 0 0	Books supplied to Munshí Guláb Singh from the Government Educational Press at 20 per cent. above cost price	11,904 12 9
		Price of Presses & Tools & Plant sold to Munshí Guláb Singh at present valuation	6,254 6 0
Balance due	8,205 1 7	Government share of copyright in books published by Munshi Guláb Singh during the quarter ending 31st March 1887	1,045 14 10
Total	19,205 1 7	Total	19,205 1 7

Munshí Guláb Singh received from Messrs. Gillon, & Co. books of the cost price according to my calculation of Rs. 19,448-15-0 and adding 20 per cent. the figures become 23,338-11-7. But as I have not yet received the lists from Messrs. Gillon, & Co., I have not been able to verify the amount. Munshí Guláb Singh has paid Rs. 15,800 on this account up to date, after the close of the year.

APPENDIX H.

Appendix H.

Punjab Text Book Committee.

LIST OF BOOKS EXAMINED AND APPROVED BY THE PUNJAB TEXT BOOK COMMITTEE DURING THE YEAR 1886-87.

No.	Names of Books.	REMARKS.
	ENGLISH.	
1	Introduction to the study of Shakespeare and Milton.	Recommended to the notice of the Arts Faculty, Punjab University.
2	Ravington's Edition of Macbeth.	
3	" " Julius Cæsar.	
4	Popular Book of Synonyms (Methodist Publishing House, Lucknow)	Approved for school libraries.
5	Laws of Wealth by Horace Bell	Prescribed as a Reader for the 3rd Class of Middle Schools in addition to the Readers already prescribed.
6	Johnstone's Text Book of Geography	Approved for libraries.
	MATHEMATICS.	
7	P. Ghosh's Algebra	Alternative with Todhunter's Algebra.
	URDU.	
8	Hayát-i-Sádí by Maulaví Altáf Husain	Approved for libraries.
9	Hindustaní Makhzan-ul-Maháwarát, by Munshí Chiranjí Lál	Ditto.
10	Rahnumá-i-Warzish, by Sundar Dás	Ditto.
	HINDI.	
11	Bhásháutar Páth Mála	Approved for libraries of Hindí Schools.
12	Vyákaran Ratna	
13	Noble Deeds of Women	
14	Translation of a dráma called Nágánand	

LIST OF BOOKS EXAMINED BUT NOT APPROVED BY THE TEXT BOOK COMMITTEE DURING THE YEAR, 1886-87.

No.	Names of Books.	REMARKS.
	ENGLISH.	
1	Selections from the Mahábhárath	Not suitable for use in schools as an English Reader.
2	Anglo-Nágrí Dictionary	Spelling of Hindi words is inaccurate.
3	Distinguished Anglo-Indians	Not suitable for Libraries.
4	Key to the selections from Yonge's "Book of Worthies" and Palgrave's "Students' Lyrics."	
5	Anglo-Hindustáni School Primer	Inaccurate and Unsuitable.
6	Gallant Sepoys and "The Victoria Cross in Afghánistán."	Not Suitable.
7	Gill's Spelling Book	Useless.
8	Grimm's Tales	Unsuited for pupils of Indian Schools.
9	Mason's Grammars	Not quite suitable for those learning English as a foreign language.
10	Manual of English, by B. D. Gordon	Some of the definitions and derivations are inaccurate.
11	Nelson's Primary English History	Not required in the schools of this Province.
12	National Society's Reading Sheets	Not recommended, as similar sheets are in course of preparation.
13	Nelson's Royal Star Readers	Not quite suitable for Indian classes.
14	Longman's Readers	Not suitable for India.
15	Manual of English Idiomatic Phrases by Munshí Hashmat 'Alí.	Contains phrases which have ceased to be current in ordinary English.
	PERSIAN.	
16	Gulistán-i-Fazílat, by Saíyid Muhammad Sháh ...	Incorrect.
17	Shams-ul-tarkíb, by Saíyid Muhammad Sháh ...	Not free from mistakes.
18	Najmul intikháb, by Do.	Unsuitable as a text book.
19	Makhzan-ul-qawáid, by Munshí Labhá Rám	Inferior to the Books already in use.
20	Mufid-ul-Mubtadí, by Do.	Do. do.
21	Umdat-ut-tawáríkh, by Munshí Sohan Lál	Unsuitable as a text book.
	URDU.	
22	The Punjab Review, by Padrí Rajib 'Alí	Cannot be of much use in schools.
23	Primary Class Reader, Munshí Riáz-ud-dín Ahmad ...	Not suitable.
24	Makhzan-ul-Hikmat, by Maulaví Inam 'Alí	Cannot be used in schools.
25	Third class Primary Reader, by Muhammad Azíz-ud-dín	Not of much use.
26	Primary Grammar by Do. ...	Rejected.
27	Shírí, by Jáfar 'Alí	Not suitable as a text book.
28	Urdú kí Sátwíu kitáb	Not recommended for introduction as a text book.
	MATHEMATICS.	
29	Lock's Arithmetic...	Not specially prepared for India, though excellent otherwise.
30	Miftáh-ul-Masáhat	Inferior to the text book at present in use.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1886-87.

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				University Education.		School Education, General.		School Education, Special						
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns 238	Males... 10,210,053	Institutions. For Males ..	4	1	234	1,624	6	10	1,879	2,378	12,538	16,795	Institutions to No. of towns and villages. 48 93
	Villages 34,086	Females 8,640,384	Institutions. For Females	...	...	11	310	3	...	324	...	1,611	1,935	5·64
	Total .. 34,324	Total .. 18,850,437	TOTAL	4	1	245	1,934	9	10	2,203	2,378	14,149	18,730	54·57
			Scholars... Males ..	441	68	44,009	79,529	354	594	124,995	18,206	113,696	256,897	Male scholars to male population of school-going age. 16·77
			Scholars... Females	...	...	799	10,173	47	...	11,019	...	13,243	24.262	Female scholars to female population of school-going age. 1·87
			TOTAL ...	441	68	44,808	89,702	401	594	136,014	18,206	126,939	281,159	9·94

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1886-87.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools	Training Schools.	All other Special Schools.	Total.	University.	Direction	Inspection	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For Males	91,247	57,197	6,01,137	3,28,333	49,974	61,692	11,89,580	55,022	39,630	1,32,734	1,06,100	3,58,129	22,497	1,42,232	8,58,813	22,57,163
For Females ...	...	..	75,131	1,24,515	8.455	669	2,08,770				2,469					
Total	91,247	57,197	6,76,268	4,52,848	58,429	62,361	13,98,350	55,022	39,630	1,32,734	1,08,569	3,58,129	22,497	1,42,232	8,58,813	22,57,163
2. (a) Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	5·83	7·65	14 56	6 83	4 19	3·90	42·96	3 32	5·30	11·74	5·78	32 62	1·47	– 2 69	57 04	100
(b) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction . .	.	...	17·56	48 51	4·00		70 07		...	9·00	5 86	12·16	..	2·91	29·93	100
(c) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction . . .	·39		66 02	15 03	·39	1·96	83·79	1·51		·22	6 97	5·68	1 59	·24	16·21	100
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4 04	2 54	29·96	20·06	2 59	2·76	61·95	2 44	1 76	5 88	4 81	15 87	·99	6·30	38·05	100

3. Average Annual Cost of educating each Pupil in		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Departmental Institutions	Cost to Provincial Revenues ...	149 12 1	...	14 7 0	8 5 11	89 6 9	180 4 11	76 9 5
	Cost to Local & Municipal Funds	...	...	...	...	76 0 7	...	18 12 1
	Total Cost ...	186 0 8	...	22 0 0	9 10 6	165 7 4	180 4 11	106 1 3
Local Fund Schools ...	Cost to Provincial Revenues ...	...	...	...	...	...	...	...
	Cost to Local Funds	...	...	4 13 6	3 8 5	...	...	3 11 1
	Total Cost ...	...	...	5 10 2	3 12 5	..	...	4 0 2
Municipal Schools ...	Cost to Provincial Revenues ...	...	...	0 2 7	...	...	...	0 1 9
	Cost to Municipal Funds ...	...	...	7 12 11	3 10 0	...	25 7 4	6 10 2
	Total Cost ..	...	...	12 11 11	5 5 9	...	29 13 4	10 9 5
Other Departments, &c.	Cost to Provincial Revenues ...	...	783 8 4	8 12 6	40 0 7	...	52 9 2	44 0 6
	Cost to Local & Municipal Funds	...	...	0 0 3	...	...	...	0 0 2
	Total Cost ...	155 15 5	783 8 4	36 10 3	44 8 2	...	136 9 10	84 11 8
Aided Institutions ...	Cost to Provincial Revenues ...	94 11 9	...	10 10 6	3 12 8	101 12 1	6 14 9	7 7 9
	Cost to Local & Municipal Funds	21 0 10	...	1 0 6	0 11 5	14 10 2	9 4 11	0 15 9
	Total Cost ...	297 12 1	...	27 15 9	12 5 1	193 15 7	40 6 9	20 13 2
Unaided Institutions ... ... Total Cost ...		294 1 11	...	13 4 11	3 9 0	..	65 6 2	10 2 7
All Institutions ...	Cost to Provincial Revenues ...	92 15 0	783 8 4	2 6 4	0 9 3	92 6 6	45 14 9	2 5 11
	Cost to Local & Municipal Funds	2 8 11	...	6 5 5	3 3 2	61 2 11	9 8 6	4 6 9
	Total Cost ...	194 8 11	783 8 4	14 14 2	5 1 9	172 5 9	98 3 4	10 5 1

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards.*				*Maintained by other Departments of Government or in other ways.*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education.																
ARTS COLLEGES—																
English	1	248	255	227	...	...	...	.	...	...	...	.	1	55	57	48
Oriental			...	..	...	...	...	..	1	122	140	124	.	...	..	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Medicine	...	...	...	...	...	...	...	..	1	68	73	67	..	...	..	...
Total	1	248	255	227	...	.	...	...	2	190	213	191	1	55	57	48
School Education, General.																
SECONDARY SCHOOLS—																
For Boys — English ...	1	202	215	185	59	15,554	15,576	13,183	5	1,178	1,107	976	32	7,631	7,793	6,306
For Boys — Vernacular	...	.	...	..	124	17,932	18,577	15,356	1	115	121	94	...	..	...	...
For Girls — English .	...	...	...	...	...	...	...	...	1	222	175	159	9	473	491	413
For Girls — Vernacular	...	.	...	...	...	...	...	.		.	..	..	1	104	108	82
Total	1	202	215	185	183	33,486	34,153	28,539	7	1,515	1,403	1,229	42	8,208	8,392	6,801
PRIMARY SCHOOLS—																
For Boys...	4	277	240	205	1,434	72,243	72,097	59,996	2	92	90	75	127	5,557	4,691	3,839
For Girls...	...	...	..	..	128	3,428	3,348	2,532	2	126	128	114	164	6,225	5,953	4,356
Total	4	277	240	205	1,562	75,671	76,045	62,528	4	218	218	189	291	11,782	10,644	8,195
School Education, Special.																
SCHOOLS FOR SPECIAL INSTRUCTION—																
Training Schools for Masters.	5	315	257	237	...	...	...	...	..	...	...	...	1	39	33	31
Training Schools for Mistresses.	...	...	...	...	...	...	..	...	.	...	...	...	3	47	40	43
Schools of Art	1	82	75	60	...	...	...	...	...	...	...	...	...	..	...	...
Law Schools	...	...	...	...	...	...	...	..	1	71	64	54	...	...	...	...
Medical Schools ...	...	...	...	..	...	...	...	...	1	143	153	136	...	...	...	..
Industrial Schools ...	...	...	...	...	3	184	227	143	...	...	...	...	2	22	26	23
Other Schools	...	...	...	...	...	...	...	...	1	76	77	73	...	...	...	..
Total	6	397	332	297	3	184	227	143	3	290	294	263	6	108	109	97
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	12	1,124	1,042	914	1,748	109,341	110,425	91,210	16	2,213	2,128	1,872	340	20,153	19,201	15,141

PRIVATE INSTITUTIONS

1. *Advanced Teaching—.*
   (a) Arabic or Persian .. ..
   (b) Sanskrit . ...
2. *Elementary, Teaching a Vernacular only or mainly* ... ...
3. *Do. do. the Qurán*... ... ...
4. *European and Eurasian Schools not conforming to Departmental Standards.*
5. *Other Schools not conforming to Departmental Standards* ... ...

GRAND

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1886-87.

Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning. English.	A classical language.	A vernacular language.	Classification of Scholars on the 31st of March according to Race or Creed. Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Remarks.
18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	28
*1	16	17	14	3	319	319	319	...	1	4	231	26	55	2	* Lahore Mission College started on 1st June 1887.
...	...	...	...	1	122	...	78	44	...	..	52	3	67	...	
...	...	...	...	1	*68	68	...	...	6	9	44	...	9	...	* 3 Girls.
1	16	17	14	5	509	387	397	44	7	13	327	29	131	2	
12	1,397	1,275	†717	109	25,963	17,117	19,343	25,590	505	305	14,970	1,908	8,021	163	† 32 Girls.
..	...	...	...	125	18,047	12	8,752	18,047	...	8	10,450	1,588	5,991	4	
...	...	...	...	10	605	680	98	197	495	196	...	...	1	3	
...	...	...	...	1	104	...	14	100	...	...	56	13	35	.	
12	1,397	1,275	717	245	44,808	17,800	28,207	43,934	1,090	509	25,482	3,509	14,048	170	
57	1,360	1,084	886	1,621	79,529	1,752	20,731	79,529	76	526	38,192	8,143	31,478	1,114	
16	394	365	345	310	10,173	367	616	9,832	304	163	3,715	1,738	4,100	153	
73	1,754	1,449	1,231	1,934	89,702	2,119	21,347	89,361	380	689	41,907	9,881	35,578	1,267	
...	...	...	..	6	354	67	314	314	...	...	170	26	158	...	
...	...	..	...	3	47	10	13	37	2	9	12	12	13	...	
...	...	...	...	1	82	(a)	(a)	82	...	2	18	20	42	...	(a) 39 Carpentry; 82 free-hand drawing; 2 modelling; 2 wood engraving; 15 architectural drawing; 6 Lithography; 11 Decoration.
...	...	.	...	1	71	38	...	33	..	...	46	6	19	...	
...	...	...	.	1	143	...	...	143	...	6	65	13	59	...	16 Girls.
1	16	13	10	6	222	8	5	11	...	2	58	46	112	4	(a) Veterinary Surgery and Medicine 76
...	...	...	...	1	76	(a)	(b)	(c)	..	...	9	12	55	...	(b) Veterinary, Anatomy and Physiology 76
1	16	13	10	19	995	123	332	620	2	18	378	135	458	4	(c) Materia medica 76
87	3,188	2,754	1,972	2,203	136,014	20,488	50,283	133,959	1,479	1,220	68,094	13,554	50,215	1,443	51 Girls in Boys' schools.
				2,113	15,351	...	14,973	482	...	1	925	180	14,164	81	27 Girls.
				265	2,855	30	2,767	128	...	...	2,816	19	20	...	5 Do.
For Boys				2,667	31,607	19	1,245	30,519	...	9	20,538	6,014	4,730	316	245 Do.
„ Girls				108	973	.	6	973	...	...	403	346	134	..	3 Boys. * The Qurán, Shástras or other religious books by rote.
For Boys				9,776	80,652	...	79,470	1,490	...	...	1,853	190	78,511	68	1,787 Girls.
„ Girls				1,498	12,167	...	12,166	15	...	..	60	..	12,107	..	542 Boys.
For Boys				7	93	93	0	...	90	3	...	...	...	...	35 Girls.
„ Girls				1	29	29	...	...	29	...	...	..	...	...	
For Boys				88	1,244	59	105	1,289	...	.	310	77	954	3	18 Do.
„ Girls				4	74	34	20	60	...	2	47	5	20	...	
Total				16,527	145,145	264	110,758	34,955	119	15	27,042	6,831	110,670	468	2,117 Girls in Boys' schools. 545 Boys in Girls' schools.
Total				18,730	281,159	20,702	161,041	168,914	1,598	1,244	95,136	20,385	130,885	1,911	2,168 Total Girls in Boys' schools. 545 „ Boys in Girls' schools

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.							
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.			
	Maintained by other Departments of Government or in other ways.				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
School Education, General.								
SECONDARY SCHOOLS.—								
For Boys ... ... English ..	2	346	341	331	3	231	295	253
For Girls ... English ...	1	222	175	150	6	288	310	251
Total ...	3	568	516	490	9	519	605	504
PRIMARY SCHOOLS.								
For Boys	...	...	...	..	2	83	78	67
For Girls	1	72	74	74	6	240	268	232
Total ...	1	72	74	74	8	323	346	299
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION...	4	640	590	564	17	842	951	803

PRIVATE INSTITUTIONS—1. EUROPEAN AND EURASIAN SCHOOLS not conforming to Departmental Standards ... . { For Boys / „ Girls

TOTAL ... ...

GRAND TOTAL ...

ERAL TABLE III. (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1886-87.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March Learning.			Classification of Scholars on the 31st of March according to Race or Creed.			REMARKS
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Others.	
10	11	12	13	14	15	16	17	18
5	577	577	123	305	577	...	..	32 Girls.
7	510	510	8	12	495	15	.	
12	1,087	1,087	131	317	1,072	15	...	
2	83	83	...	51	75	.	8	
7	312	312	5	15	304	..	8	
9	395	395	5	66	379	..	16	
21	1,482	1,482	136	383	1,451	15	16	32 Girls in Boys' schools.
7	93	93	6	..	90	3	...	35 Girls.
1	29	29	...	...	29	...	...	
8	122	122	6	..	119	3	...	35 Girls in Boys' schools.
29	1,604	1,604	142	383	1,570	18	16	67 Total Girls in Boys' schools.

EDUCATION—GEN

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Maintained by the Department.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — ARTS COLLEGES—							
English	38,187	..		9,253	...	.	47,440
Oriental	..	.	...		..	..	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—							
Medicine	..	...	...	...	...	.	...
Total	38,187	...	..	9,253	..	...	47,440
SECONDARY SCHOOLS—							
School Education, General. — For Boys — English	3,104	.	..	1,626	..	..	4,730
For Boys — Vernacular	...	..	.	...	..	..	...
,, Girls — English	...	.	...	...	...	.	.
,, Girls — Vernacular	...	...	...	...	..	..	
Total	3,104	..	...	1,626	...	...	4,730
PRIMARY SCHOOLS.							
For Boys	2,009	.	...	308	.	..	2,317
,, Girls	...	..	..	..	...	...	...
Total	2,009	..	...	308	...	...	2,317
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. — Training Schools for Masters	22,982	19,541	.	.	..	.	42,523
Training Schools for Mistresses	.	..	...	..	.	..	...
Schools of Art	13,523	...	...	...	...	...	13,523
Law Schools	.	...	...	...	...	...	.
Medical Schools	...	...	...	..	...	...	...
Industrial Schools	..	...	...	...	.	.	...
Other Schools	.	..	...	..	..	...	..
Total	36,505	19,541	...	...	...	...	56,046
University	..	...	...	...	...	...	...
Direction	...	..	...	...	...	...	..
Inspection	..	.	..	...		.	...
Scholarships held in — Arts Colleges	5,495	445	3,444	.	..	2,957	12,341
Professional Colleges	.	..	..	.	.	...	.
Secondary Schools	.	...	...	...	...	...	.
Primary Schools	...	...	...	..		...	...
Special Schools other than Training Schools	1,024	60	334	...	...		1,418
Buildings	61,555	.	..	...	.	6,909	68,464
Furniture and Apparatus (Special grants only)	1,954	.	.	..	.	90	2,044
Miscellaneous	−25,182	265	...	...	...	61,226	36,309
Total	44,846	770	3,778	...	.	71,182	1,20,576
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,24,651	20,311	3,778	11,187	.	71,182	2,31,109

Note.—The sum of Rs. 1,51,687 was paid to Municipalities by the Accountant-General from Provincial Revenues, in order to relieve them of an equivalent charge an account of Police.

ERAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1886-87.

INSTITUTIONS

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							Maintained by other Departments of Government or in other ways.						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs	Rs.
										567		21,268	21,835
							57,197						57,197
							57,197			567		21,268	79,032
3,970	19,552	1,60,808	67,117	1,583	973	2,63,003	12,323	21		6,050	1,356	*18,537	38,887
	66,275	23,802	14,170	615	461	1,05,323				44		4,045	4,089
								...		3,118		†5,310	8,428
3,970	85,827	1,93,610	81,287	2,198	1,434	3,68,326	12,323	21		9,812	1,356	27,892	51,404
	2,28,268	31,781	26,907	392	1,210	2,88,558	500			235	177	40	
	7,024	8,653	17	272	16	15,982	8,228				126	397	,751
	2,35,292	40,434	26,924	664	1,226	3,04,540	8,728			235	303	437	9,703
										2,195		1,914	4,109
							9,900						9,900
	32	5,779		953	8	6,772							
							5,556					‡20,600	26,156
	32	5,779		953	8	6,772	15,456			2,195		22,514	40,165
				...			839	120			204	6,922	8,085
							5,154		1,523		216	267	7,160
9,694	25,704	7,561	224	52	327	43,592	60	12	130		396	3,446	4,044
	362	390				752							
	352	648			64	1,059	11,210	300	5,280			407	17,197
139	59,502	17,089				76,730	17,871						17,871
							8,806		4,872			4,540	18,218
	13,925	726			453	15,104	4,520					85,680	90,200
9,833	99,845	26,409	224	82	844	1,37,237	48,460	432	11,805		816	1,01,262	1,62,775
13,803	4,20,996	2,66,232	1,08,435	3,897	3,512	8,16,875	1,42,164	453	11,805	12,809	2,475	1,73,373	3,43,079

enable them to meet the cost of schools transferred to their management. Eventually it is intended to discontinue this grant and to

EDUCATION—GEN

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — ARTS COLLEGES—							
Eniglish ...	5,400	...	1,200	2,535	...	7,837	16,072
Oriental ...	...	...	...	...	...	..	..
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—							
Medicine ...	...	...	...	...	...	...	..
Total ...	5,400	..	1,200	2,535	...	7,837	16,072
SECONDARY SCHOOLS—							
School Education, General. — For Boys — English	64,082	74	7,799	47,754	6,958	41,468	1,68,135
For Boys — Vernacular ...	...	...	...	...	...	...	...
" Girls — English ...	20,821	..	360	22,560	5,035	12,983	61,759
" Girls — Vernacular ...	4,528	...	416	..	...	...	4,944
Total ..	89,431	74	8,575	70,314	11,993	54,451	2,34,838
PRIMARY SCHOOLS.							
For Boys ...	13,428	774	1,348	6,441	1,653	9,313	32,957
" Girls ...	26,931	1,247	4,242	7,845	5,978	51,925	98,168
Total ...	40,359	2,021	5,590	14,286	7,631	61,238	1,31,12
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. — Training Schools for Masters ...	3,000	...	.	.	..	4,451	7,451
Training Schools for Mistresses ...	5,344	..	1,200		...	1,911	8,455
Schools of Art ...	...	...	...		..	..	...
Law Schools ...	.	...	...	...	.	...	...
Medical Schools ...	...	..	.	...	...	...	.
Industrial Schools ...	180	...	242	..	140	489	1,051
Other Schools ...	...	...	...	...	.	...	..
Total .	8,524	...	1,442	...	140	6,851	16,957
University ...	...	.	..	...	..	.	...
Direction ...	...	...		...	..	.	...
Inspection ...	...	...	..	.	...	...	...
Scholarships held in ... — Arts Colleges ...	2,289	120	124	...	...	1,403	3,936
Professional Colleges ...	...	..	.		...	...	..
Secondary Schools ...	2,933	1,188	905	49	86	1,390	6,551
Primary Schools ...	644	2	429	8	30	389	1,502
Special Schools other than Training Schools ...	120	...	107	...	...	120	347
Buildings ...	1,64,379	...	300	...		30,385	1,95,064
Furniture and Apparatus (Special grants only)	235		...	...	...	...	235
Miscellaneous ...	559	60	..	..	.	..	619
Total ..	1,71,159	1,370	1,865	57	116	33,687	2,08,254
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,14,873	3,465	18,672	87,192	19,880	1,64,064	6,08,146

Note.—The sum of Rs. 1,61,687 was paid to Municipalities by the Accountant-General from Provincial Revenues, in order to relieve them of an equivalent charge an account of Police.

ERAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1886-87.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
256	.	4,744	5,000	43,587	.	1,200	12,044	12,581	69,412	
..	..	.	..	..	.		567	21,268	21,835	
...	...	...	..	57,197	.	.	.		57,197	
256	..	4,744	5,000	1,00,784		1,200	12,611	33,849	1,48,444	
3,037	3,476	10,457	16,970	83,479	19,647	1,77,607	1,26,184	84,808	4,91,725	* Rs. 13,783 from Imperial Revenues.
..	..	..	...	.	66,275	23,802	14,214	5,121	1,09,412	
..	..	...	.	20,821	..	360	25,678	23,328	70,187	† Imperial Revenues.
..	...	.	...	4,528	..	416		...	4,944	
3,037	3,476	10,457	16,970	1,08,828	85,922	2,02,185	1,66,076	1,13,257	6,76,268	
491	866	2,192	3,549	15,937	2,29,042	33,129	34,382	15,843	3,28,333	
...	243	1,371	1,614	35,159	8,271	12,895	7,862	60,328	1,24,515	
491	1,109	3,563	5,163	51,096	2,37,313	46,024	42,244	76,171	4,52,848	
...	..	.	..	25,982	19,541	...	.	4,451	49,974	
.	.	..	...	5,344	...	1,200		1,911	8,455	
.	.	...	...	13,523	..	...	..		13,523	
...	...	..	...	.	.	...	2,195	1,914	4,109	
	...	..	.	9,900	...	.	...	.	9,900	
	..	850	850	180	32	6,021		2,440	8,673	
...	...	...	...	5,556	...	..		‡20,600	26,156	‡ Ditto.
...	...	850	850	60,485	19,573	7,221	2,195	31,316	1,20,790	
...	...	...	.	24,860	...	4,618	25,544	.	§55,022	§ Exclusive of Expenditure on the Oriental College and School the Law School and Scholarships in the Lahore Government College.
...	..	.	..	39,630	.	..	..	.	39,630	
...	...		.	87,765	44,044	685	...	240	1,32,734	
...		...	..	8,623	685	3,568	..	11,486	24,362	|| University Scholarships.
...	...	...	..	5,154		1,523		483	7,160	
...	44	¶522	566	12,687	26,904	9,076	273	5,813	54,753	¶ Rs. 480. From Municipal Funds.
...	19	...	19	644	364	819	8	438	2,273	
...	...	...	...	12,354	712	6,864	...	591	20,021	
...	...	...	..	2,43,944	59,502	17,389	..	37,294	3,58,129	
...	...	2,000	2,000	10,995	...	4,872	.	6,630	22,497	
..	..	...	...	20,103	14,250	726	...	1,47,359	1,42,232	
..	63	2,522	2,585	4,26,553	1,46,461	49,640	25,825	2,10,334	8,58,813	
3,784	4,648	22,136	30,568	7,47,746	4,89,269	3,06,270	2,48,951	4,64,927	22,57,163	

enable them to meet the cost of schools transferred to their management. Eventually it is intended to discontinue this grant and

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUBLIC

OBJECTS OF EXPENDITURE.	Under Public Management. Maintained by other Departments of Government or in other ways. Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1	2a	2b	2c	2
	Rs.	Rs.	Rs.	Rs.
School Education, Gerefal.				
SECONDARY SCHOOLS—				
For Boys .. .. English ...	10,542	4,678	* 13,783	29,003
For Girls ... ... English ...	...	3,118	† 5,310	8,428
Total	10,542	7,796	19,093	37,431
PRIMARY SCHOOLS—				
For Boys	...	...	...	..
For Girls	8,038	...	...	8,038
Total ...	8,038	...	...	8,038
Buildings	15,871	...	...	15,871
Furniture and Apparatus (Special Grants only)	...	...	‡ 651	651
Miscellaneous	1,220	...	§ 85,680	86,900
Total	17,091	..	86,331	1,03,422
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	35,671	7,796	1,05,424	1,48,891

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1886-87.

INSTITUTIONS. Under Private Management. Aided by the Department or by Local Fund or Municipal Boards.						Total Expenditure from.					
Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions	Endowments and other sources.	Total	Provincial Revenues.	Municipal Funds	Fees	All other sources.	Grand Total.	Remarks
3a	3b	3c	3d	3e	3	4a	4b	4c	4d	5	6
Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	
13,500	300	16,156	1,066	2,555	33,577	24,042	300	20,834	17,404	62,580	* Imperial Revenues
16,561		17,241	3,992	3,738	41,532	16,561		20,359	13,040	49,960	† Ditto
30,061	300	33,397	5,058	6,293	75,109	40,603	300	41,193	30,444	1,12,540	
3,580	250	1,844			5,674	3,580	250	1,844		5,674	
9,668	250	7,449	365	15,608	33,340	17,706	250	7,449	15,973	41,378	
13,248	500	9,293	365	15,608	39,014	21,286	500	9,293	15,973	47,052	
500		.	.	.	500	16,371		.		16,371	
.	.	.				.			651	651	‡ Imperial Revenues
559			...	...	559	1,779			85,680	87,459	§ Ditto
1,059		.	.		1,059	18,150			86,331	1,04,481	
44,368	800	42,690	5,423	21,901	1,15,182	80,089	800	50,486	1,32,748	2,64,073	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Departmental ..	English ...	1	202	...	...	...	63	...	63
	Local Fund ...	English ...	1	208	...	...	...	30	...	30
		Vernacular	64	8,864	...	...	..	2,069	...	2,069
	Municipal	English ...	58	15,346	734	...	734	3,538	...	3,538
		Vernacular	60	9,068	12	...	12	1,737	...	1,737
	Other Depts. ...	English ...	5	1,178	9	...	9	198	...	198
		Vernacular	1	115	72	..	72	17	...	17
	Aided	English ...	32	7,631	499	...	499	1,922	...	1,922
	Unaided	English ...	12	1,397	81	...	81	362	...	362
	Total		234	44,009	1,407	...	1,407	9,936	...	9,936
For Girls.	Other Depts. ...	English ...	1	222	...	...	...	...	48	48
	Aided	English ...	9	473	...	6	6	...	94	94
		Vernacular	1	104	...	...	...	...	5	5
	Total		11	799	...	6	6	...	147	147
Total Secondary Schools ...			245	44,808	1,407	6	1,413	9,936	147	10,083
Primary Schools—										
For Boys.	Departmental		4	277	...	...	..	.	...	...
	Local Fund		1,332	63,196	...	...	...	...	..	...
	Municipal		102	9,047	...	...	...	...	...	...
	Other Departments		2	92	...	...	...	...	...	...
	Aided		127	5,557	...	...	...	...	...	...
	Unaided		57	1,360	...	...	...	...	...	...
	Total		1,624	79,529	...	...	...	...	...	...
For Girls.	Local Fund		54	1,336	...	...	...	...	...	...
	Municipal		74	2,092	...	...	...	...	...	...
	Other Departments		2	123	...	...	...	...	...	...
	Aided		164	6,225	...	...	...	...	...	...
	Unaided		16	394	...	...	...	...	...	...
	Total		310	10,173	...	...	...	...	...	...
Total Primary Schools			1,934	89,702	...	...	...	...	...	...
Grant Total			2,179	134,510	1,407	6	1,413	9,936	147	10,083

ERAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1886-87.

Upper Primary Stage.			Lower Primary Stage.						Total.			Remarks.
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*									
			Reading Printed Books.			Not reading Printed Books.						
3						5						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
82	...	82	57	...	57	...	...	...	202	...	202	
60	.	60	118	...	118	...	..	.	208	..	208	
1,753	..	1,753	4,810	.	4,810	232	...	232	8,864	...	8,864	
5,220	...	5,220	5,370	...	5,370	484	. .	484	15,346	. .	15,346	
1,787	..	1,787	4,949	.	4,949	583	.	583	9,068	..	9,068	
358	...	358	585	...	585	28	...	28	1,178	...	1,178	
26	...	26	...	...	...	...	...	...	115	...	115	
1,966	. .	1,966	3,065	...	3,065	179	..	179	7,631	..	7,631	
362	..	362	527	..	527	65	.	65	1,397	...	1,397	
11,614	...	11,614	19,481	...	19,481	1,571	...	1,571	44,009	...	44,009	
...	39	39	..	135	135	...	...	...	...	222	222	
...	153	153	...	220	220	...	...	...	...	473	473	
...	24	24	...	75	75	...	...	...	...	104	104	
...	216	216	...	430	430	...	...	...	...	799	799	
11,614	216	11,830	19,481	430	19,911	1,571	...	1,571	44,009	799	44,808	
67	...	67	210	..	210	...	...	...	277	...	277	
11,951	..	11,951	50,033	...	50,033	1,212	...	1,212	63,196	...	63,196	
702	...	702	6,884	..	6,884	1,461	...	1,461	9,047	...	9,047	
24	...	24	68	...	68	...	...	...	92	...	92	
240	...	240	4,572	...	4,572	745	...	745	5,557	...	5,557	
76	...	76	1,284	...	1,284	...	...	...	1,360	...	1,360	
13,060	.	13,060	63,051	.	63,051	3,418	...	3,418	79,529	...	79,529	
...	62	62	.	1,241	1,241	...	33	33	.	1,336	1,336	
...	69	69	...	1,855	1,855	...	168	168	...	2,092	2,092	
...	27	27	...	99	99	...	...	...	..	126	126	
...	152	152	...	5,950	5,950	...	123	123	...	6,225	6,225	
...	16	16	...	378	378	...	...	...	...	394	394	
...	326	326	...	9,523	9,523	...	324	324	..	10,173	10,173	
13,060	326	13,386	63,051	9,523	72,574	3,418	324	3,742	79,529	10,173	89,702	
24,674	542	25,216	82,532	9,953	92,485	4,989	324	5,313	123,538	10,972	134,510	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

THE OFFICIAL

Class of Schools	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1		
			Boys.	Girls	Total.
Secondary Schools—					
For Boys — Other Departments, English ...	2	346	9	...	9
For Boys — Aided, English	3	231	24	...	24
Total	5	577	33	...	33
For Girls — Other Departments, English ...	1	222	...	...	..
For Girls — Aided, English	6	288	...	...	...
Total	7	510	...	...	...
Total Secondary Schools ..	12	1,087	33	...	33
Primary Schools—					
For Boys—Aided	2	83	...	...	...
Total	2	83	...	...	...
For Girls — Other Departments	1	72	...	...	...
For Girls — Aided	6	240	...	...	...
Total	7	312	...	...	...
Total Primary Schools ...	9	395	...	...	...
GRAND TOTAL ...	21	1,482	33	...	33

ERAL TABLE V. (A.)

FOR GENERAL EDUCATION FOR EUROPEANS IN THE PUNJAB AT THE END OF YEAR 1886-87.

Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*			Upper Primary Stage. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			Lower Primary Stage. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			Total.			Remarks.
2			3			4						
Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	
89	...	89	113	...	113	135	...	135	346	...	346	
87	...	87	57	...	57	63	...	63	231	..	231	
176	...	176	170	...	170	198	...	198	577	...	577	
...	48	48	...	39	39	...	135	135	...	222	222	
...	69	69	...	89	89	...	130	130	...	288	288	
...	117	117	...	128	128	...	265	265	...	510	510	
176	117	293	170	128	298	198	265	463	577	510	1,087	
...	...	...	21	...	21	62	...	62	83	...	83	
...	...	...	21	...	21	62	...	62	83	...	83	
...	...	...	...	24	24	...	48	48	...	72	72	
...	...	...	...	69	69	...	171	171	...	240	240	
...	...	...	...	93	93	...	219	219	...	132	312	
...	...	...	21	93	114	62	219	281	83	12	395	
176	117	293	191	221	412	260	484	744	6	822	1,482	

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1886-87.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.					
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Arts Colleges—																				
1. Master of Arts	1	...	...	1	2	...	...	3	5	...	...	...	...	...	...	...	...	...	...	...
1. Master of Oriental learning	...	...	...	...	..	.	..	...	..	...	...	...	...	.	...	...	..	...	...	...
2. Bachelor of Arts	1	1	...	2	20	8	...	12	40	14	6	...	4	24	...	...	21	...	3	...
2. Bachelor of Oriental learning	1	...	...	1	1	...	...	1	2	1	..	...	...	1	...	...	1	...	..	...
3. Intermediate (Calcutta)	2	1	...	3	3	1	...	.	4	1	1	...	...	2	1	...	1	..	...	...
Oriental Colleges—																				
1. Honours in Sanskrit	1	...	...	1	1	...	...	1	2	1	...	.	..	1	...	...	1	...	...	...
1. " Arabic	1	...	...	1	2	...	. .	...	2	1	...	...	...	1	...	...	...	...	1	...
1. " Persian	1	...	...	1	3	...	...	3	6	3	...	..	2	5	...	...	1	...	4	...
2. High Proficiency in Sanskrit	1	...	1	2	11	...	1	3	15	8	...	1	3	12	...	...	12	...	..	...
2. " " Arabic	1	1	...	2	5	1	...	1	7	3	1	...	.	4	...	...	..	...	4	...
2. " " Persian	1	.	1	2	5	...	1	2	8	5	. .	...	1	6	. .	...	...	. .	6	...
3. Proficiency in Sanskrit	3	1	5	9	14	2	13	2	31	12	...	5	2	19	...	...	19	..	. .	...
3. " Arabic	1	...	...	1	5	...	...	1	6	4	...	...	1	5	...	...	...	...	5	...
3. " Persian	1	. .	...	1	6	. .	. .	6	12	1	...	...	1	2	...	...	...	..	2	...
Medicine—																				
1. L. M. S. (Final Examination)	1	...	...	1	20	...	...	...	20	15	...	...	..	15		...	13	...	1	...
2. First L. M. S. (First Examination)	1	...	...	1	16	...	...	...	16	8	...	..	...	8	1 2	..	4	1	1	..

Engineering—																				
1. First L. C. E. (First Examination)	1	...	...	1	2	.	...	3	5	2	..	...	..	2	...	...	1	...	1	...
Schools of General Education—																				
Matriculation, Calcutta — Boys	3	8	1	12	4	40	4	4	52	4	25	4	2	35	8	6	15	1	5	...
Matriculation, Calcutta — Girls	...	2	...	2	...	4	...	...	4	...	1	...	...	1	...	1	...	...	...	...
Schools of Special Instruction—																				
Certificate Examination for Masters. Senior — English	1	...	..	1	22	.	...	..	22	15	..	...	..	15	...	...	9	4	2	...
Certificate Examination for Masters. Senior — Vernacular	1	1	...	2	32	6	...	15	53	15	1	...	6	22	...	...	7	2	13	...
Certificate Examination for Masters. Junior — English	1	1	...	2	14	2	.	..	16	10	1	...	...	11	..	...	6	3	2	...
Certificate Examination for Masters. Junior — Vernacular	3	1	...	4	134	19	...	31	184	101	8	...	13	122	...	...	53	15	54	...
Law School — Final Examination	1	...	...	1	12	...	...	85	97	4	...	...	31	35	...	...	24	2	9	..
Law School — First Examination	1	...	...	1	8	...	...	2	10	6	...	...	1	7	...	...	3	1	3	...
Law School — Preliminary Examination	1	...	...	1	18	...	...	5	23	9	...	...	2	11	...	...	8	2	1	...
Medical School — Vernacular Medical Examination	1	...	...	1	35	...	...	...	35	32	...	...	..	32	...	1	15	5	11	...
Veterinary School—Veterinary Assistant's Examination	1	...	..	1	30	...	...	...	30	25	..	...	...	25	...	...	4	3	18	...
Departmental Tests—																				
Middle School Examination. English — Boys	63	26	14	103	914	466	119	620	2,119	613	272	31	96	1,012	17	7	648	111	229	...
Middle School Examination. English — Girls	.	7	1	8	...	18	1	1	20	...	13	..	.	13	5	8	...	...	...	...
Middle School Examination. Vernacular — Boys	129	3	1	133	992	8	2	244	1,246	678	7	...	81	766	...	...	418	93	255	..
Upper Primary School Examination. English and Vernacular — Boys	1,175	41	...	1,216	7,436	816	.	...	8,252	5,185	572	...	...	5,757	50	14	3,212	669	1,810	2
Upper Primary School Examination. English and Vernacular — Girls	16	20	...	36	56	152	..	...	208	33	101	..	...	134	56	33	23	3	19	..
Lower Primary School Examination. Boys	1,506	109	...	1,615	14,397	1,243	..	...	15,640	10,521	853	...	...	11,374	72	21	5,654	245	4,373	9
Lower Primary School Examination. Girls	74	94	5	173	249	538	27	.	814	118	279	11	...	408	55	51	194	19	87	2

Note.—In this table the results of Examinations of European Schools are classed as below :—
Standard VII – Middle School Examination – English.
" IV—Upper Primary School Examination.
" II - Lower Do. do. do.
The results of the Entrance and Intermediate Examinations of the Punjab University are not given as they have not yet been published by the University.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

Objects of Expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions maintained by Local Fund Boards.										In Institutions maintained by				Total Local Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Other Departments of Government or in other ways.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. Arts Colleges— English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	...
Secondary Schools— *School Education, General.* For Boys. English ...	1	208	195	126	1,891	...	232	...	...	2,123	...	17,661	21	74	19,647
For Boys. Vernacular	64	8,864	9,225	7,715	43,759	524	6,134	310	228	50,955	...	22,516	...	...	66,275
For Girls. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Vernacular	...	...	...	...	...	...	...	...	...	...		...	...	...	...
Total ...	65	9,072	9,420	7,841	45,650	524	6,366	310	228	53,078	...	40,177	21	74	85,922
Primary Schools. For Boys	1,332	63,196	63,702	52,438	2,23,478	342	14,112	392	1,208	2,39,532	...	4,790	...	774	2,29,042
For Girls	54	1,336	1,305	1,030	5,774	65	...	...	...	5,839	...	1,250	...	1,247	8,271
Total ...	1,386	64,532	65,007	53,468	2,29,252	407	14,112	392	1,208	2,45,371	...	6,040	...	2,021	2,37,313
Schools for Special Instruction— *School Education, Special.* Training Schools for masters ...	...	...	...	...	...	...	...	...	...	...	19,541	...	...	...	19,541
Training Schools for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	32	...	...	32
Total ...	...	...	...	...	...	..	...	...	...	...	19,541	32	...	.	19,573
Inspection—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,044
Scholarships held in Arts Colleges ...	...	...	...	...	...	...	...	...	..	...	445	...	120	120	685
Professional Colleges	...	...	...	...	...	...	..	...	...	...	...	...	...	...	..
Secondary Schools	..	...	...	...	7,030	43	...	9	...	7,082	...	18,674	12	1,188	26,904
Primary Schools ...	...	...	...	...	274	7	..	...	...	281	..	88	...	2	364
Special Schools other than Training Schools ...	...	...	...	...	...	...	...	...	...	...	60	352	300	...	712
Buildings	...	...	...	...	43,661	204	...	...	...	43,865	...	15,841	...	...	59,502
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	...	...	..	...	...	...	...	..	...	...
Miscellaneous	...	...	...	...	4,642	...	...	...	...	4,642	265	9,283	...	60	14,250
Total ...	...	...	...	...	55,607	254	...	9	...	55,870	770	44,238	432	1,370	1,46,461
Grand Total ...	1,451	73,604	74,427	61,309	3,30,509	1,185	20,478	711	1,436	3,54,319	20,311	90,487	453	3,465	4,89,269

ERAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1886-87.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions maintained by Municipal Boards.											In Institutions maintained by					
Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Other Departments of Government or in other ways.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	..	...	...	...	...	...	..	...	...	.	.	...	1,200	1,200	1,200
...	...	...	...	...	..	...	...	...	...	...	...	...	...	1,200	1,200	1,200
58	15,346	15,381	13,057	3,970	1,69,808	17,661	66,885	1,583	973	2,60,880	.	...	...	7,799	1,77,607	1,97,254
60	9,068	9,352	7,641	.	23,278	22,516	8,036	305	233	54,368	...	524	...	.	23,802	90,077
...	...	...	...	..	..	...	...	...	...	...	...	...	...	360	360	360
...	...	...	...	...	...	...	...	...	...	...	...	...	..	416	416	416
118	24,414	24,733	20,698	3,970	1,93,086	40,177	74,921	1,888	1,206	3,15,248	...	524	...	8,575	2,02,185	2,88,107
102	9,047	8,995	7,558	.	31,439	4,790	12,795	..	2	49,026	...	342	..	1,348	33,129	2,62,171
74	2,092	2,043	1,502	...	8,588	1,250	17	272	16	10,143	...	65	.	4,242	12,895	21,166
176	11,139	11,038	9,060	...	40,027	6,040	12,812	272	18	59,169	...	407	...	5,590	46,024	2,83,337
...	...	...	...	...	...		...	...	...	...	...	...	...	...	.	19,541
...	..	...	...	...	..	...	..	...	.	...	...	...	...	1,200	1,200	1,200
3	184	227	143	...	5,779	32	...	953	8	6,772	..	...	...	242	6,021	6,053
3	184	227	143	..	5,779	32	...	953	8	6,772	...	...	...	1,442	7,221	26,794
...	...	...	...	...	..	...	...	...	...	..	...	...	...	..	685	44,729
...	...	...	..	...	...	...	..		...	..	3,444	..	..	124	3,568	4,253
..	...	...	...	...	..	...	..	.	..	...	..	.	1,523	..	1,523	1,523
...	...	...	...	9,694	7,518	18,674	224	73	327	36,510	...	43	130	1,385	9,076	35,980
...	...	...	...	...	383	88	...	.	...	471	..	7	..	429	819	1,183
...	...	...	.	...	643	352	...	..	64	1,059	334	.	5,280	107	6,364	7,076
...	...	...	...	139	16,885	15,841	..		..	32,865	..	204	...	300	17,389	76,891
...	...	...	...	..	...	...	...	..	...	...	..	...	4,872		4,872	4,872
...	...	...	...	...	726	9,283	...	...	453	10,462	..	...	...	...	726	14,976
...	...	...	...	9,833	26,155	44,238	224	73	844	81,367	3,778	254	11,805	2,345	45,022	1,91,483
297	35,737	35,998	29,901	13,803	2,65,047	90,487	87,957	3,186	2,076	4,62,556	3,778	1,185	11,805	19,152	3,01,652	7,90,921

SUBSIDIARY

ABSTRACT RETURN BY DISTRICTS OF NATIVE BOYS'

Serial Number.	Name of District.	Total male Population.	PUBLIC INSTITUTIONS. Under Public Management. Managed by Department. Number of Schools.	Managed by Department. Number of Scholars.	Managed by Local and Municipal Boards. Number of Schools.	Managed by Local and Municipal Boards. Number of Scholars.	Managed by other Depts. of Govt. or in other ways. Number of Schools.	Managed by other Depts. of Govt. or in other ways. Number of Scholars.	Under Private Management. Aided. Number of Schools.	Aided. Number of Scholars.	Unaided. Number of Schools.	Unaided. Number of Scholars.	Scholars in Institutions. In High Department.	In Middle Department.
1	Hissár	343,210	...	...	42	2,423	..	..	..	...		..	...	112
2	Rohtak	296,224	..	.	42	2,592	..	.	...	...		..	...	258
3	Gurgáon	338,917	..	.	70	3,829	..	..	.	...	..	.	34	209
4	Delhi	344,016	1	56	63	3,333	1	390	28	1,356	11	246	141	458
5	Karnál	336,171	...	...	54	2,625	.	..	..	..	...	...	...	106
6	Umballa	588,272	.	...	85	5,308	...	...	6	802	2	155	26	513
7	Simla	27,593	..	...	5	318	1	15	12	246	...	...	...	33
8	Kángra	380,867		...	45	3,020	..		4	250	1	10	...	133
9	Hoshiárpur	481,526	.	..	93	5,650	...	..	3	100	1	25	46	363
10	Jullundur	431,435	1	81	97	5,854	...	.	10	827	2	47	75	627
11	Ludhiána	339,598	..	..	65	3,512	.	...	8	793	2	130	97	606
12	Ferozepore	425,067	...	..	65	3,353	1	326	.	...	...	...	31	320
13	Multan	304,517	...	...	61	3,481	1	116	1	217	...	.	56	303
14	Jhang	214,382	..	...	33	2,026	..	...	..	...	...	...	38	202
15	Montgomery	232,947		..	30	1,592	.	...	...		...	...	...	107
16	Lahore	510,353	2	274	58	4,448	2	192	28	1,710	4	528	317	853
17	Amritsar	490,694	...	...	87	6,950	..	..	13	1,495	...	...	152	554
18	Gurdáspur	445,798		...	97	6.158	..	..	1	54	...	..	52	355
19	Sialkot	539,661	..		77	4,694	..	..	3	613	1	443	51	441
20	Gujrát	362,162	.	...	45	4,514	...	...	2	466	...	...	55	436
21	Gujránwála	333,605	.	.	70	4,467	...	..	4	1,002	40	910	46	522
22	Shahpur			..	43	2,825	...	...	...	.	3	164	28	256
23	Jhelum	313,448	...	...	37	4,537	..	...	18	780	...	...	.	298
24	Ráwalpindí	449,287	1	68	60	5,757	...	..	7	1,182	...	.	54	580
25	Hazára	218,616	...	...	26	1,511	...	...	...	...	...	...	..	94
26	Pesháwar	329,524	...	...	40	2,449	.	...	2	589	...	...	25	293
27	Kohát	101,369	.	...	5	545	..	...	..	.	...	..	..	68
28	Bannu	177,503	..	...	29	1,758	...	...	3	112	...	...	.	77
29	Dera Ismail Khan	238,468	.		24	1,956	...		1	280	1	19	50	210
30	Dera Gházi Khan	200,667	..	...	39	2,863	..	..	...	.	1	80	..	214
31	Muzaffargarh	184,510	..	.	30	1,381	...	...	...	...	...	...	...	75
	Total	10,202,083	5	479	1,617	105,729	6	1,039	154	12,874	69	2,757	1,374	9,760

FORM No. I.

SCHOOLS FOR GENERAL EDUCATION ONLY FOR 1886-87.

In Public Institutions.		Passes for Public Institutions.				Expenditure on Public Institutions.							Private Institutions.			
In Upper Primary Department.	In Lower Primary Department.	Matriculation.	Middle School Examination.	Upper Primary Examination.	Lower Primary Examination.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Number of Schools.	Number of Scholars.	Total number of Schools.	Total number of Scholars.
						Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.				
284	2,027	.	19	63	159	880	5,827	9,167	2,653			18,527	171	1,835	213	4,258
525	1,814		38	104	234	15	9,595	5,871	3,452			18,933	87	1,143	129	3,735
600	2,897	2	39	108	269	15	14,483	7,265	4,289	.	..	26,052	44	511	114	1,340
905	3,877	22	104	218	378	7,713	11,783	20,466	10,966	1,100	12,713	64,741	212	2,349	316	7,730
337	2,182		22	79	237	17	8,721	6,246	2,296		.	17,280	114	1,247	168	3,872
1,272	4,454	8	101	256	551	4,554	18,784	8,948	7,950	597	3,616	44,449	221	2,596	314	8,861
106	440		6	15	38	1,204	931	3,261	1,264	379	988	8,027	16	219	34	798
595	2,552		18	124	241	1,234	9,592	5,353	1,502	779	1,545	20,005	22	234	72	3,514
1,153	4,213	11	76	363	578	25	16,401	10,079	5,216	192	97	32,010	230	2,483	327	8,258
1,356	4,751	18	119	337	741	4,272	15,846	13,399	8,233	731	3,021	45,502	473	4,717	583	11,526
1,047	2,685	23	94	289	499	3,315	17,085	11,192	8,653	337	8,002	48,584	356	3,527	431	7,962
889	2,439	2	41	208	426	1,070	11,076	4,948	3,232	1,356	8	21,690	424	2,681	490	6,360
801	2,654	10	36	143	285	2,261	11,869	9,677	6,213	604	2,574	33,198	596	4,512	659	8,326
493	1,293	1	31	103	182	240	6,306	7,557	2,856	748		17,707	338	3,151	371	5,177
350	1,135		12	91	131		4,525	2,845	1,085	129		8,584	347	2,674	377	4,266
1,656	4,326	10	116	334	655	15,293	10,499	20,158	20,883	7,881	4,662	79,376	553	6,226	647	13,378
1,382	6,357	1	70	354	749	7,240	16,849	20,036	11,698	48	9,325	65,196	495	5,939	595	14,384
1,053	4,752	4	53	268	554	931	18,733	14,885	9,340		1,917	45,806	225	3,368	323	9,580
1,023	4,235		81	263	485	2,664	14,151	3,038	4,343		5,786	29,982	1,180	8,088	1,261	13,838
1,291	3,198	.	65	306	597	1,530	10,902	6,199	4,555		1,621	24,807	988	6,214	1,035	11,194
1,233	4,578		110	369	719	4,340	10,296	6,462	7,479		5,148	33,725	368	3,391	482	9,770
833	1,872	.	28	157	325	12	5,679	6,379	3,698	118	418	16,304	619	7,074	665	10,063
1,029	3,900	.	69	253	537	21	10,336	4,513	3,615		..	18,485	1,045	10,820	1,100	16,137
1,586	4,787		97	315	622	4,344	14,537	4,952	6,365		1,976	32,174	989	11,221	1,057	18,228
308	1,109		3	64	145	..	4,090	3,747	1,490			9,327	1,002	11,247	1,028	12,758
713	2,007	3	28	109	238	4,740	7,604	2,888	2,551		4,253	22,036	1,197	6,721	1,239	9,759
131	346		15	41	48	12	846	2,555	887			4,300	226	1,319	231	1,864
368	1,425	..	18	87	192	1,272	6,785	1,887	297	68	1,740	12,049	812	6,070	844	7,940
446	1,549	2	36	116	192	2,580	4,794	3,712	2,180	356	2,267	15,889	843	5,829	869	8,084
505	2,224	..	28	114	204	...	7,644	5,205	2,359	587	681	16,476	373	2,031	413	4,974
213	1,093	..	11	56	89	...	8,395	1,098	502			9,995	34	2,372	373	3,753
24,483	87,261	117	1,584	5,707	11,303	71,79[illegible]	314,964	233,988	152,102	16,010	72,358	861,216	14,909	131,809	16,760	254,687

SUBSIDIARY FORM No. II.

ABSTRACT RETURN BY DISTRICTS OF NATIVE GIRLS' SCHOOLS FOR GENERAL EDUCATION ONLY FOR 1886-87.

Serial Number.	Name of District.	Total female population.	PUBLIC INSTITUTIONS. Under Public Management. Managed by Local & Municipal Boards. Number of Schools.	Number of Scholars.	Managed by other Depts. of Govt. or in other ways. Number of Schools.	Number of Scholars.	Under Private Management. Aided. Number of Schools.	Number of Scholars.	Unaided. Number of Schools.	Number of Scholars.	Scholars in Public Institutions. In High Department.	In Middle Department	In Upper Primary Department.	In Lower Primary Department.	Passes in Public Institutions. Matriculation.	Middle School Examination.	Upper Primary Examination.	Lower Primary Examination.	Expenditure on Public Institutions. Provincial Revenues.	Local rates or cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Private Institutions. Number of Schools.	Number of Scholars.	Total number of Schools.	Total number of Scholars.
1	Hissár ..	290,786	.	...	.	.	.	...	...	...	...	...	...	. .	...	...	...	..	.	.	.	.	...	.	.	.	.	.	.
2	Rohtak ..	257,385	1	24	...	.	...	...	...	..	...	...	.	24	...	...	..	2	...	106	23	1	...	..	130	. .	.	1	24
3	Gurgáon	302,931	1	22	...	. .	1	59	. .	...	...	...	. .	81	...	...	..	...	600	116	...	...		600	1,316	..	..	2	81
4	Delhi. . ..	299,499	3	76	...	...	10	759	1	34	...	...	54	815	...	2	11	21	3,540	222	72	388	106	18,597	22,925	...	.	14	869
5	Karnál ..	286,450	..	.	..	.	1	60	...	...	...	...	...	60	...	...	.	...	336	...	...	.	..	720	1,056	4	44	5	104
6	Umballa	478,991	3	61	...	. .	..	..	...	...	...	...	6	55	...	..	...	6	.	232	...	. .		..	232	...		3	61
7	Simla ...	15,352	.	. .	...	...	2	28	. .	...	...	...	...	28	..	...	. .	..	120	.	. .	.	.	120	240	3	45	5	73
8	Kángra	349,978	4	117	. .	. .	1	19	...	...	...	...	7	129	...	...	1	4	180	123	177	..	111	70	661	...	...	5	136
9	Hoshiárpur ...	419,855	...	...	...	...	2	83	...	...	...	...	.	83	...	...	...	...	168	.	72	...	...	168	408	7	97	9	180
10	Jullundur	358,120	35	1,042	...	. .	1	69	15	360	...	.	66	1,405	...	...	7	18	480	2,107	1,720	16	289	1,867	6,479	29	347	80	2,818
11	Ludhiána . .	279,237	19	334	...	...	1	48	...	...	1	13	39	329	..	1	21	43	600	1,074	1,882	458		2,244	6,258	8	108	28	490
12	Ferozepore	348,914	3	77	1	54	...	..	...	...	..	...	9	122	...	...	...	3	190	204	228	..	126	397	1,145	9	133	13	264
13	Mooltan	247,447	...	. .	...	. .	4	101	.	...	...	...	...	101	..	. .	..	...	300	...	..	..	444		744	126	611	130	712
14	Jhang	180,914	5	185	...	...	...	. .	...	...	...	...	8	177	...	...	.	8	.	199	430	.			629	1	11	6	196
15	Montgomery ...	193,582	2	44	...	...	...	..	...	...	...	...	.	44	..	...	...	. .	...	48	60	...	.	.	108	...	..	2	44
16	Lahore . . .	413,753	5	105	...	.	36	1,066	...	...	1	12	47	1,111	...	3	17	39	8,507	.	1,145	1,454	5,058	4,955	21,119	42	501	83	1,672
17	Amritsar . . .	402,572	1	54	...	.	50	1,717	..	...	4	5	53	1,709	1	2	18	150	8,070	180	2,499	3,407	1,043	9,466	24,665	3	33	54	1,804
18	Gurdáspur	377,897	4	82	..	...	. .	...	...	..	...	...	..	82	...	...	...	..	. .	132	153	..	...	. .	285	6	61	10	143
19	Siálkot .	472,487	30	749	...	...	.	..	...	...	. .	...	13	736	...	...	3	18	...	1,870	2,112	...	. .	.	3,982	22	174	52	923
20	Gujrát	326,953	...	...	...	...	.	...	...	...	...	.	...	..	..	. .	...	. .		...		..	.	...		61	560	61	560
21	Gujránwála ...	283,287	9	307	...	...	11	430	...	...	...	..	. .	737	. .	...	.	14	360	79	1,151	8	...	2,227	3.825	13	102	33	839
22	Shahpur	199,832	2	96	...	...	. .	..	...	...	...	...	. .	96	...	...	. .	3	..	332	60	.	...	...	397	13	143	15	239
23	Jhelum	275,925	...	...	...	...	12	661	...	...	. .	. .	17	644	...	...	..	5	698	527	385	..	...	1,090	2.700	151	1,055	163	1,716
24	Ráwalpindí	371.225	. .	...	...	...	28	977	...	...	..	...	. .	977	...	...	...	7	1,432	720	1,012	..	...	2,461	5,625	290	1,265	318	2,242
25	Hazára	188,459	...		. .	...	...	...	...	...	. .	.	...	. .	...	...	...	...	.	.	.	...	..	...	...	154	2,058	154	2,058
26	Pesháwar	263,150	.		'	...	2	197	...	...	...	...	2	195	...	...	...	150	660	...	.	..	.	2,364	3,024	528	4,583	530	4,780
27	Kohát	80.171	..			...	...	...	...	...	...	...	..	. .	...	..	...	..	...	...	.	..	...	. .	...	...	.	...	...
28	Bannu ...	155,074			.	..	...	.	.	...	...	.	.	...	...	.	..	...	..	...		. .	.	...		12	112	12	112
29	Dera Ismail Khán ...	203,181	1	53	.	..	..	. .	...	...	. .	...	. .	53	. .	..	.	...	. .	..	240	.	120	. .	360	118	1,106	119	1,159
30	Dera Ghází Khán ...	162,679		...	. .	.	...		..	...	...	.		...	.	.	.	...	...	. .	.	...	.	.		..	.	.	.
31	Muzaffargarh ..	154,095	...	.	.	.	..	...	...	...	...	...	. .	. .	..	...	..	..	. .	.	...	. .	.	..	.	10	65	10	65
	Total . ..	8,640.181	128	3,428	1	54	162	6,274	16	394	6	30	321	9,793	1	8	78	352	26,241	8.271	13.421	5.732	7,297	47,346	108,308	1,610	13,214	1,917	23,364